

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXVI.—NO. 17.  
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.), N. Y.

NOVEMBER 10, 1888.

\$2.50 A YEAR; 6 CENTS A COPY.  
Western Office, 131 Wabash Avenue, Chicago, Ill.

## EGGLESTON'S History of the United States AND ITS PEOPLE. FOR THE USE OF SCHOOLS. A PHENOMENAL SUCCESS.

"The history (Eggleston's) is beautiful. The maps are excellent, the pictures charming, the text exceedingly interesting."—FRANCIS W. PARKER, *Principal Cook Co. Normal School, Englewood, Ill.*  
"I like Eggleston's History of the United States so much that I have ordered it for immediate use in this school."—CLARA CONWAY, *Principal Clara Conway Institute, Memphis, Tenn.*  
"I had no idea that it was so fine a book—size, style, paper, print, everything. I shall certainly bring it prominently before my teachers."—M. A. B. KELLEY, *State Normal School, Albany, N. Y.*  
"The merest glance at this book with its wealth of illustrations demonstrates its right to a prominent place in our public schools. It must be seen to be appreciated, and once seen, possession will be desired."—G. V. R. MERRILL, *Superintendent of Schools, Elmira, N. Y.*  
"Eggleston's History of the United States takes the palm. A boy who fails to be interested in it may be set down as a 'natural,' in the sense in which Locke uses the word."—HOMER B. SPRAGUE, *President of the University of North Dakota, Grand Forks, Dakota.*  
"I like Eggleston's History very much. It treats the subject in a way to give pupils a vivid picture of the social life of the people, and a clear conception of the growth of the nation."—THOMAS M. BALLLET, *Superintendent of Schools, Springfield, Mass.*  
"It is not my custom to 'give myself away' on the question of school-books; but I have looked over your history, and read part of it critically, and I must say it comes nearer my ideal of a perfect school-history than any similar book that I have seen."—M. A. NEWELL, *Principal State Normal School, Baltimore.*  
"Its absolute freedom from partisan bias in political matters is especially noteworthy. The book commends itself, and will undoubtedly be widely adopted in our schools."—(Gen.) HORATIO C. KING, *Brooklyn Board of Education.*

Introduction Price, \$1.05. Send for Sample Pages.

**D. APPLETON & CO.,**  
New York, Boston, Chicago, Atlanta, San Francisco.

## FOR HOLIDAY GIFTS. J. B. Lippincott Company's STANDARD WORKS.

### Worcester's Dictionary.

Standard Royal Quarto Dictionary of the English Language. Unabridged. Profusely illustrated. Thoroughly revised. Sheep, \$10.00; half turkey morocco, \$12.00; half Russia, \$12.00.

### Lippincott's Pronouncing Gazetteer of the World.

A Complete Geographical Dictionary. Royal 8vo, sheep, \$12.00; half morocco, \$15.00; half Russia, \$15.00.

### Lippincott's Pronouncing Biographical Dictionary.

Containing Complete and Concise Biographical Sketches of the Eminent Persons of all Ages and Countries. By J. THOMAS, M.D., LL.D. 1 vol., imperial 8vo, sheep, \$12.00; half morocco, \$15.00; half Russia, \$15.00.

### Chambers's Encyclopædia.

New Edition. Vols. I. and II. ready. Edited and published under the auspices of W. & R. Chambers, Edinburgh, and J. B. Lippincott Company, Philadelphia. Entirely Revised and Rewritten. Complete in 10 vols. Price per vol.: cloth, \$3.00; cloth, uncut, \$3.00; sheep, \$4.00; half morocco, \$4.50.

\* For Sale by all Booksellers, or will be sent postpaid, on receipt of the price.

**J. B. LIPPINCOTT COMPANY, Publishers, 715 & 717 Market St., Phila.**

### Allibone's Critical Dictionary of Authors.

By S. AUSTIN ALLIBONE, LL.D. 3 vols., imperial 8vo., extra cloth, \$22.50; sheep, \$25.00; half morocco, \$31.50; half Russia, \$33.00.

### Allibone's Quotations.

By S. AUSTIN ALLIBONE, LL.D. Complete in 3 vols.

#### 1. POETICAL QUOTATIONS.

#### 2. PROSE QUOTATIONS.

#### 3. GREAT AUTHORS OF ALL AGES.

Price per set, in cloth, \$9.00; half Russia, \$12.00. Each sold separately.

### Half-Hours with American History.

Selected and arranged by CHARLES MORRIS. 2 vols., crown 8vo, uniform with "Half-Hours with the Best American Authors," cloth, \$3.00; half morocco, \$5.00; three-quarters calf, \$6.50.

### Half-Hours with the Best American Authors.

Selected and arranged by CHARLES MORRIS. Complete in 4 crown 8vo vols., cloth, \$6.00; half morocco, \$10.00; three-quarters calf, \$13.00. 8vo size, 4 vols.; half cloth, \$6.00.

### Half-Hours with the the Best Foreign Authors.

Translations selected and arranged by CHARLES MORRIS. 4 vols., crown 8vo, uniform with "Half-Hours with the Best American Authors," cloth, gilt top, \$6.00; half morocco, \$10.00; three-quarters calf, \$12.00.

## NEW AND IMPORTANT.

### Metcalf's Spelling and Language Book.

Secures better results than have been obtainable hitherto.

Price for Exchange, 10 Cents; Introduction, 20 Cents.

### White's Industrial Drawing—Revised.

Just adopted in Denver, Col. More rational, more direct, more instructive than any other publications on the subject. 18 Books; giving two books a year for a

Write for our Brief Descriptive List, Special Selected List, or Pamphlet of Gray's Botanies.

### IVISON, BLAKEMAN & CO.,

753-755 BROADWAY, NEW YORK.

149 WABASH AVENUE, CHICAGO.

THE MOST PRACTICAL AND POPULAR OF THE MANY EXCELLENT TEXT-BOOKS RECENTLY PUBLISHED ON THIS SUBJECT.

Published less than one year ago, and already adopted for use in a large number of the leading High Schools, Normal Schools, Seminaries, Academies, etc., of the country.

### MOWRY'S STUDIES IN CIVIL GOVERNMENT

INTRODUCTORY PRICE, 94 CENTS.

SILVER, BURDETT & CO., Publishers, 50 Bromfield St., BOSTON.

NEW YORK: 740 & 742 Broadway.

CHICAGO: 122 & 124 Wabash Ave.

"Mowry's 'Studies in Civil Government' is the best book yet on the subject," A. S. Roe, *Principal of High School, Worcester, Mass.*

"A sample copy will be mailed to any teacher for examination on receipt of introductory Price, (94 cents). Examine Mowry's 'Studies in Civil Government,' before beginning with another class."

## KELLOGG'S PHYSIOLOGY.

ADOPTED FOR EXCLUSIVE USE IN THE SCHOOLS OF DETROIT, OCTOBER 11, 1888.

### FIRST BOOK IN PHYSIOLOGY AND HYGIENE. By J. H. KELLOGG, M.D.

New edition, revised and enlarged. 12mo. Cloth, 40 Cents. Introduction Price, 33 Cents.

No other text-book of Physiology has received so many expressions of approval from those qualified to judge of its merits. Within the short period which has elapsed since its first publication it has been introduced into a large number of the leading schools of the country, and its popularity is constantly increasing.

Correspondence with regard to its introduction or use is respectfully solicited. Copies for examination will be mailed to teachers or school officers on receipt of 33 cents.

**HARPER & BROTHERS, Publishers,**  
FRANKLIN SQUARE, NEW YORK CITY.

W. H. Walmsley &amp; Co.

SUCCESSORS TO

R. &amp; J. BECK,

1016 Chestnut St., Phila.

Microscopes and all Accessories and Apparatus, Photographic Outfits for Amateurs, Spectacles, Eye-Glasses, Opera and Marine Glasses, etc., etc.

Illustrated Price List mailed free to any address, mention this paper in corresponding with us.



A. W. FABER'S

FAMOUS

LEAD PENCILS,

UNEQUALLED IN

QUALITY

THE OLDEST AND BEST

OF ALL PENCILS.

HOUSE FOUNDED IN 1781.

PEN HOLDERS

RUBBER

ERASERS.

PENCIL

SHARPENERS.

If you cannot obtain

these Goods at Stationers,

send 50 cts. for samples of

same.

FABER'S PATENT

PENCIL

COMPASSES.

SAMPLES, 15 CTS.

ANDREWS M'F'G CO.,

Manufacturers of the only

Noveltail School Furniture

IN THE WORLD.

ANDREWS' Globes, Tellurians, Maps, Charts of all kinds, Blackboards, Dustless Erasers and Crayons. Just Published. Andrews' New Series of School Maps.



Andrews Manufacturing Co.,

686 BROADWAY, NEW YORK.

A. H. Andrews &amp; Co., 135 Wabash Ave., Chicago and Post and Stockton Sts., San Francisco.

CALL AT THE DENTAL ROOMS

OF DR. W. J. STEWART,

362 WEST 23rd STREET.

If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic filling for broken down and sensitive teeth, a specialty. Refers to A. M. K. Ellogg, Editor SCHOOL JOURNAL.

PIANOS FROM \$150.00 TO \$500.00

FAMOUS FOR BEAUTY, SWEETNESS,

DURABILITY. No Agents. Sent

from factory direct to purchaser.

You save the enormous expense

of agents. Guaranteed six

years, and sent for trial in your

own home. VICTORIES for

50 YEARS. Catalogue free.

Marchal &amp; Smith, 235 E. 21st St. N. Y.

WANTED TO CENTS BOXES

SENT BY MAIL

One Dipping

Write a Letter.

FOUNTAIN PEN CO.

550 Broadway, N. Y.

BUCKEYE BELL FOUNDRY.

Bells of Pure Copper and Tin for Churches,

Schools, Fire Alarms, Farms, etc. FULLY

WARRANTED. Catalogue sent Free.

VANDUZEN &amp; TIFF. Cincinnati, O.

READERS will confer a favor by mentioning the SCHOOL JOURNAL when communicating with advertisers.

JUST ISSUED.

A NEW BOOK ON LANGUAGE.

GREENE'S

FIRST LESSONS IN ENGLISH

HANDSOMELY ILLUSTRATED.

A Graded Series of Practical Exercises in Language.

The publishers take pleasure in announcing that they have just issued a new work which it is believed successfully fills the middle ground between technical grammar on the one hand and aimless, diffuse language lessons on the other. A definite plan is unfolded through a series of lessons which combine simplicity and accuracy. The objective method is employed throughout the book. Step by step the essential facts of language are developed from the fund of knowledge already possessed by the pupil. While the underlying principles of grammar are taught by means of interesting exercises, technical terms are not used in Part I., and are employed only to a limited extent in Part II., to develop an outline sketch of the properties and uses of the parts of speech. The book contains little, if anything, to be memorized, but by working out the exercises given, the child must become acquainted, almost unconsciously, with the correct use of capitals and of the marks of punctuation, and will necessarily acquire a general knowledge of the structure of the sentence and of the fundamental requirements of letter-writing.

Teachers and school officers who are in search of the best methods for teaching English are requested to send for specimen pages which will be mailed free to any address, or for sample copies which will be sent post-paid on receipt of 36 cents.

COWPERTHWAIT &amp; COMPANY, Publishers,

PHILADELPHIA.

6 Barclay St.  
12 Vesey St.

E. B. BENJAMIN,

NEW YORK.

Importer and Manufacturer of

SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for NON-BLISTERING PLATINUM.

A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence solicited.

JOSEPH GILLOTT'S  
STEEL PENS.

GOLD MEDAL, PARIS EXPOSITION, 1878.

SOLD BY ALL DEALERS.

For ARTISTIC USE in fine drawings, Nos. 659 (the celebrated Crowquill), 290 and 291. For FINE WRITING, Nos. 303, 604, and Ladies', 170. For BROAD WRITING, Nos. 294, 329, and Stub Point, 849. For GENERAL WRITING, Nos. 404, 332, 390, and 604.

JOSEPH GILLOTT &amp; SONS, 91 John Street, N. Y. HENRY HOE, Sole Agent.

SCHOOL FURNITURE,

Maps, Globes, Stationery and Books.

DIPLOMAS,

Certificates, Medals, Prize Books, Etc.

School Supply and Publishing Co.,

ARTHUR COOPER, Manager, 36 BOND ST., N. Y.

PRICE LISTS ON APPLICATION.

KINDERGARTEN MATERIAL

J. W. SCHERMERHORN &amp; CO.,

7 EAST 14th ST., N. Y.



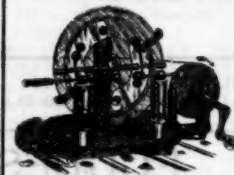
McShane Bell Foundry  
Finest Grade of Bells.  
CHIMES AND PEALS FOR CHURCHES, Etc.  
Send for Price and Catalogue. Address  
H. McSHANE & CO.,  
Baltimore, Md.



Musical, far sounding & highly satisfactory  
Bells for Schools, Churches, Etc.  
MENEELY & CO. Estab-  
lished  
WEST TROY, N. Y. 1826.  
Description prices and on application.

JAS. W. QUEEN &amp; CO.,

PHILADELPHIA.

Philosophical, Electrical  
AND Chemical Apparatus,

New Table Air-pumps. Superior Lever Air-pumps. Lowest Rates to Schools. Correspondence desired. Mention this JOURNAL.

EIMER &amp; AMEND,

205, 207, 209, and 211 Third Avenue,

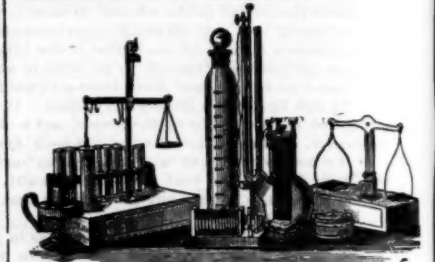
NEW YORK.

Importers and Manufacturers of  
Chemical Apparatus,

AND CHEMICALLY PURE CHEMICALS.

Chemists,  
Colleges,  
Schools and  
Laboratories,

Supplied with the best goods at the lowest prices.  
Bunsen's Burners and Combustion Furnaces, a specialty in manufacture.



BULLOCK &amp; CRENSHAW,

528 ARCH STREET, PHILADELPHIA,

Manufacturers and Importers

CHEMICAL APPARATUS,  
PURE CHEMICALS,

For Colleges and Schools.

ILLUSTRATED PRICED CATALOGUES  
furnished on application.

ELOCUTION,

(From the Brooklyn Daily Times.)

A Successful Teacher of Elocution.

"Miss Adela Rankin, a lady in the foremost ranks of elocutionists has the happy faculty of being able to impart to others the knowledge she herself possesses. Miss Rankin's system develops the lungs, enlarges the chest and gives to weak and sickly pupils robustness of form and vigorous health. She has lately taken up the treatment of stammering and has met with remarkable success."

For further particulars address 31 East 17th St., New York, or P. O. Box 234, Jamaica, L. I.

NEW ENGLAND  
CONSERVATORY.

Thorough instruction under ablest Masters in MUSIC, FINE ARTS, ELOCUTION, LITERATURE, LANGUAGES, PHYSICAL CULTURE, AND TUNING. Tuition \$5 to \$25 per term. Board and room including Steam Heat and Electric Light, \$5 to \$7.50 per week. For illustrated Calendar giving full information, address

E. TOURJEE, Director, Franklin Sq., BOSTON.

TALK ABOUT "REDUCED PRICES!"

We are now selling a CHENEY 12 INCH FULL-MOUNTED GLOBE for FIVE DOLLARS, subject to return if not found PERFECTLY SATISFACTORY. Other sizes and styles in proportion. Descriptive circular and price-list to any address.

W. A. CHOATE &amp; CO., General School Furnishers, 508 Broadway, Albany, N. Y.

"Something for your Reception, And you don't know where to find it?"

Well, you won't make a mistake if you send 27 cents to E. L. Kellogg & Co., of 35 Clinton Place, N. Y., for one of their Reception Days. They are the most popular of such books published. Try one and see—or a set of four—\$1.00, postpaid.

E. L. KELLOGG & CO., Educational Pubs.  
35 Clinton Place, N. Y.ESTERBROOK'S STEEL  
PENS.

No. 333.

STANDARD SCHOOL NUMBERS,

333, 444, 128, 105 &amp; 048.

FOR SALE BY ALL STATIONERS.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.



# The School Journal.

THE clearest possible statement of TRUTH in the light of To-day. THE MOST suggestive IDEAS PERTAINING TO EDUCATION. THE MOST philosophical METHODS OF TEACHING.

ESTABLISHED 1870.

## THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.  
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$2.50 a year.  
The Teachers' Institute and Practical Teacher.  
(Monthly.) \$1.25 a year.  
Treasure-Trove. (Monthly.) Illustrated. \$1.00 a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.  
The School Journal and Treasure-Trove, \$3.  
The Teachers' Institute and Treasure-Trove, \$1.50

E. L. KELLOGG & CO.,  
EDUCATIONAL PUBLISHERS,  
25 Clinton Place, (8th St.) N. Y.

WESTERN OFFICE: G. I. KELLOGG & CO.,  
11 Wabash Ave., Chicago, Ill. GEN. EASTERN AGENTS:  
HENRY A. YOUNG & CO.,  
36 Bromfield St., Boston, Mass.  
J. I. CHARLOUSE, Manager Advertising Department.

New York, November 10, 1888.

### CONTENTS.

#### EDITORIAL.

The Teacher Should Lead, Not Follow—The Saloon  
Must Go—Manual Training—Preparation for Teach-  
ing—Order—The Philosophy of Manual Training.... 271  
The Kindergarten as a Foundation; Courses of Study;  
Natural Born Criminals; Stirred Up..... 272  
Rev. Edward Thring, M.A.; Graduating Exercises; A  
Man Who Kept His Eyes Open; Plato's Theories of  
Education..... 273

#### EDITORIAL NOTES.

##### CONTRIBUTED ARTICLES.

Proposed Changes in School Curriculums. By Supt.  
Thomas M. Balliet, Springfield, Mass.; Public Versus  
Private Schools; The County Institute—What It  
Should Be. By Supt. W. S. Brown, Grayville, Ill..... 274  
Should Not Be. By Mrs. Martha A. Burdick, Centralia  
Ill..... 275

##### THE SCHOOL-ROOM.

Some Practical Hints on Composition. By Supt. Olsen.  
Lessons in Moral Training. By Emma L. Ballou, Jersey  
City, N. J..... 275  
Blackboard Writing. By Prin. Edwin, Shepard, New-  
ark, N. J..... 276  
Rapid Addition. By Supt. E. T. Pierce, Pasadena, Cal..  
Patriotic Selections..... 276  
Memory Gems..... 277  
The Shape of the Earth—A Few Language Devices—A  
Lesson on Manners—Lesson in Natural History—An  
Object Lesson on Soap—Common Lake Pike—Geograph-  
y—A Language Exercise—Study of the Bed of a  
River—The Shepherd—A House—Leather..... 277  
Things of To-day..... 278  
Fact and Rumor..... 278

##### EDUCATIONAL NOTES.

New York—New Jersey..... 278  
Forty-fourth Annual Meeting of the Rhode Island In-  
stitute of Instruction..... 278  
Thirty-ninth Annual Meeting of the Vermont State  
Teachers' Association..... 278  
A Memorial Service..... 278  
The Brooklyn Teachers' Association..... 278  
In Memoriam—Clara French..... 279  
New York City..... 279  
Letters..... 279

##### BOOK DEPARTMENT.

New Books; Reports; Books Received; Catalogues  
and Pamphlets Received..... 280

BOSTON tea-pots have been boiling with un-  
wonted vigor during the past few months' over Mr. Travis's teaching, concerning Tetzel's indulgences. She has been asking, "What did the pope permit?" "What did Tetzel promise?" "What are the facts in these cases?" Now, facts are very interesting things. We mean facts, not statements by interested authors in text-books, but bottom facts. Can teachers be expected to know what the facts are? Can they become original investigators, and dictate to their pupils? To a certain extent they can. We speak advisedly. Authors can be compared; statements made by them can be looked into, and pains can be taken to get at the truth, when contradictory statements are met. The habit of believing a text-book as we believe the Bible, has caused a great deal of trouble, and the spirit of the age demands that nothing written should be accepted simply because it was written. In all our schools there has been a great deal of misrepresentation of facts. We have had and have now, northern facts and southern facts, Protestant and Catholic facts, Democratic and Republican facts, saloon and anti-saloon facts—all "facts." Somebody must be wrong. Recently Catholics have felt called upon to write a history of the United States of their own. Why? Because they

believe that Protestant authors either cannot or will not tell the truth concerning them in the past. The first book written in the South after the last war commenced was a Southern geography, full of Southern facts. These things ought not so to be; but since they are, the only way for the teacher to do, is to collate, compare and sift for himself. Take nothing on the statement of one person, especially if that person be an interested witness. It is said that no history of our civil war can be written during the present century, because it is impossible to find any author who is not in too much sympathy with one side or the other, to permit him to tell the exact truth. In history, as everything else, the teacher should be as far as possible, a leader and not a follower.

THE election just passed, has been educational, for it has taught us the strength of the saloon element in this state. The tariff question sunk into insignificance before whiskey in New York city. We are being educated with a vengeance, and at a tremendous cost have learned a lesson we are not likely to forget. *The saloon must go.* This is the verdict of righteousness. If this election has taught us nothing else it has taught us this. There is no great danger that the business of this country will be disturbed by either Democratic or Republican legislation on the tariff. Two-thirds of all the talk on this subject is for political effect, but there is great danger that drink will ruin us. It has hurt us already, and, if it is let alone, will hurt us still more. *The saloon decides the destinies of thousands of boys every year.* Is this a small matter? A high license law, so high, as to rule out of existence all saloons, would be the greatest blessing that our boys and girls could just now receive.

IF it shall finally be made to appear that manual training has only practical value with little or no intellectual uplifting, then manual training will be relegated to the cobbler's bench or the blacksmith's anvil. Supt. Gove of Denver is of the opinion that it will find its resting place where it has been for ages past. He says:

When the people of this country shall determine to tax all the property in the country for the promotion of skillful manual dexterity, with an "insignificant amount of discipline;" when the common school shall be determined to be an institution primarily to learn the trades, and the 80 per cent. of our children whose lives' occupations will be of a character that pertains not to the practices learned in the manual training school, receive no benefit, then will rightfully come from the people the cry to teach in the common school only those branches that will be helpful to all; or if not to all, to the greater number.

The doctrine of the closing sentences of this paragraph is sound. We fully agree, that not only in the common school, but in all schools, only those branches should be taught that will be most helpful to the greatest number. There is not space here to go over the arguments proving that the intelligent training of the senses is mind training. The hand moves at the command of the mind. Dexterity is in the brain, not in the hand.

*The hand can't be educated.* We might as well attempt to educate any other machine. When an organ is touched by skillful hands, the music that charms the listeners, does not come from metal pipes, or sinews and muscles, but from an immaterial mind. Now will Superintendent Gove tell us how we can get at this mind except through its instruments? Would he train a musician to be skillful in his art by purely immaterial processes? He believes in manual training when he teaches his daughters to play the piano, and his pupils to survey land. Superintendent Gove is a good speaker. How did he learn his art? By speaking. Can he

tell us of a single mental process that is divorced from something tangible—something that can be seen, heard, handled, smelled or tasted? Will he go back to Plato and talk about abstract love? He is too much of a Baconian to do that. All this talk about training the mind to think, without training the senses, is unadulterated sophistry, and Superintendent Gove knows it. But, he may ask "Can not a pupil's mind be trained without doing something?" We say emphatically, "No." But what is DOING? The answer to this question we reserve for another time.

"WHAT shall the public schools teach?" has been under the running fear of comment during the past year. It would be well now to change the question by dropping the first word. Then the question becomes practical. Shall the public schools teach? Too many of them have been reciting, and it is time to get down to the business for which they were organized. The *what* is quite unimportant. Why cannot we get it into our heads that it is *not* essential to a boy's success in life that he should be able to recite text-book facts, but that it is quite important that he should be able to do his own thinking. The newly elected mayor of this city is said to be a poor speller. But what matters it whether he spells traveler with one l or two, provided he be capable and honest. Do we undervalue scholarship? Not at all: the more of it the better: *provided always* that scholarship brings capacity and honor.

Each teacher teaches himself. This is the open book his pupils study. *What we are* is an unestimated force in school and society. It is this vital spiritual entity that gives life. But does it require no knowledge to understand how to impart this *self* quality? Most assuredly, the highest kind of training. Two preparations are needed; first, *self-righteousness*, and then the knowing how to give it to others.

Each teacher is continually saying, *What I am*, I give you. Silver? No. Gold? No. Then what? Yes, *what*? Let each reader answer and this article will be complete.

ORDER is frequently much misunderstood. As commonly thought of, it may be disorder. A school classified according to height and size would be in disorder, for it would not be according to the law of right. A school where there is no communication, where the busy hum of industry is hushed, and all freedom of activity suppressed is in disorder, for it is out of nature. The highest degree of order exists in a school, when all the members of it, teachers and pupils, are faithfully co-operating to reach a worthy end, with the least possible amount of personal restraint. In the perfect school there will be no rules against wrong doing. The length of the penal code in a school determines its character.

DO those who oppose the introduction of manual training into our schools oppose the kindergarten? Why not? Because they admit that "activity is the law of childhood." When does activity cease to be a law of growth? When the joyous effort to conquer difficulties stops; when motion ceases; when death comes; and *not till then.* The child of five learns by doing, so does the boy of fifteen, the young man of twenty-five, and the old man of seventy-five; the same law all along. It is not possible to conceive of intellectual existence, not actively *doing something*. There is no thinking existence in all the universe, motionless and do-less. Our Father in Heaven is working for His children. If He wasn't He wouldn't be God. This law of activity is far reaching and all comprehensive. Here in a few words is the *philosophy of manual training, and it is sound.*



## THE KINDERGARTEN AS A FOUNDATION.

The action of the Boston School Board adopting the fourteen private kindergartens and making them public, is one of the most important movements of the times. For a long time the kindergarten was looked upon as a "play school;" it was supposed that only the rich could afford the waste of time that was supposed to be a part of the plan; it was objected to, also, that there was no seriousness because the children did not learn to read or write. Against a tide of objections the kindergarten has struggled for a quarter of a century, and every year has seen it make slow progress, until at last it has met with official recognition in various quarters. The National Education Association has recognized the kindergarten as an element of a great school system.

Within a few years several normal schools have added kindergartens and mainly for the purpose of making a study of children. The genuine teacher is one who has studied children extensively for practical purposes, for the purpose of ministering to their growth. It is one thing to read about children; it is quite another to mingle with them and study their methods. The great Froebel was the first after Pestalozzi to say that a law of growth lays within each child; or as Joseph Payne utters it, every human being is self-educative. So that the kindergarten is a place where the children teach themselves; and hence it is a place where the teacher needs to be one of the group of players or workers.

That the kindergarten is the true foundation institution is apparent. If the primary schools of some of our cities are carefully examined, it will be found that everything "portable" in the kindergarten has been carried from them. And this, while it means well, is not always so well. For a kindergarten is something more than a place where sticks are laid, pease-work made, etc. To stereotype the methods and to transport them into the primary school and not carry the spirit of Froebel along, will not advantage the primary school. The kindergarten of all institutions must be a spiritual existence; the children that go from it have had their spiritual powers enlarged and quickened.

The primary school should breathe the same spirit as the kindergarten; but it addresses children who are not acting so much under the direction of instinct. They are beginning to be self-directive from the reason or judgment side of their natures and not from the intuitive side. This must be constantly remembered and the exercises planned accordingly. Now they can begin to learn to read, to write, to compute, to draw, etc. Now they can begin to lay up a stock of useful knowledge—but here the teacher trained in the kindergarten will move with the greatest care, or all the good will be undone. The great thing is the expansion of intellectual power and not the accumulation of knowledge.

It is the excellent impression made in the primary school by pupils from the kindergarten that has at last won the day. The primary school teacher has been forced to admit that the young beings from the kindergarten were differentiated from others in a most favorable way. It was not easy to say in what this difference consisted but it did exist. Now it is seen that the teacher who is trained in a kindergarten gets an insight into the ideas of Pestalozzi and Froebel that he could get in no other way, so that the kindergarten is a foundation in a double sense.

## COURSES OF STUDY.

Sioux Falls, Dakota, is alive on the subject of education. A revision and modification of the course of study is being made by Superintendent McCartney, and the Board of Education. Briefly expressed, the aim of this revision is threefold; to eliminate unnecessary and especially *unreal* work from all lines of study; to greatly strengthen the teaching of such points as are truly *essential*; to introduce as much constructive work as possible. The new course is based more upon the determination to make each year independent so far as possible, so that pupils who are compelled to leave school without completing the course shall receive as much as they are capable of receiving in the way of instruction, which shall be directly useful without reference to graduation. One very desirable feature of the course as proposed, is the absence of requirements as to learning rules, the tendency being to continually drill the pupils in the use of the principles rather than to make them learn by rote a lot of abstract statements.

Meanwhile the teachers are astir also. They have organized a purely professional library movement. Only

strictly professional books will be allowed on the shelves, for the teachers expect to do their general reading outside.

This is good news, but no more than we should expect from the West. They are wide awake all over that part of our land, and are building magnificent schoolhouses, securing the best teachers, and introducing the most advanced methods. Not all the good schools are in the West though. We have many fine ones in the East, but from the way matters seem to be progressing, our eastern brethren will have to stir themselves, in order not to be left behind in the march of progress. We have had so much longer time to grow, and we have had such splendid success that perhaps we have become too satisfied. That is a dangerous condition. No one can progress who does not have that "divine discontent" which always looks beyond.

## NATURAL BORN CRIMINALS.

Carlton, a professed criminal of this city, murdered a policeman who was trying to arrest him. He had been an outlaw from his youth. At sixteen he committed burglary. Six years ago he was given a five years' term in Sing Sing for highway robbery. It is a singular fact that this man's brother-in-law was arrested for robbery only a few hours before the murder was committed. This man Carlton is a dangerous man by nature, as well as by practice. His natural associations have been with criminals, and he seems to have taken to crime as readily as young ducks take to water.

James Edward Nowlin, a young man, was hanged last year at East Cambridge for murder. His crime was a clear one, and the only possible defense was insanity. The prisoner's lawyers showed that crime was hereditary in the family, one ancestor having been hung for murder, another having committed suicide in jail, and other relatives having bad records. The boy's youth was absolutely the only thing in his favor. Many thought this would save him, but he was promptly convicted, and the governor's council refused to recommend commutation of sentence.

Last winter the hospital for the Ruptured and Crippled, in this city, was set on fire several times. The incendiary could not for some time be discovered, but at last it was found to be a little deformed girl, ill some years with an incurable affliction. This child, May Wilson, declared that she did not know why she tried to burn down the hospital, and the poor child unquestionably told the truth. She is not up in the philosophy of volition. She does not know that the morbid impulse to which she yielded was put into her soul years, and perhaps centuries before she was born. The law has its hands on her, but can it put its hand upon the man or woman who is really responsible for the arson rage that carried her fingers to the match box?

Such incidents as these could be multiplied indefinitely. What shall we conclude? This is an important question for teachers to consider. Hangmen cannot prevent the birth of such persons. Prisons cannot convert them. Here is one of the gravest questions of modern civilization,—one in which all who have the training of the young and the interests of the race at heart, should aid in answering. How far does disease, the wickedness of parents, the environments for which criminals are not responsible, go in making the shading between legal and moral accountability and irresponsibility? How greatly should such circumstances weigh in the arraignment of society against evil doers?

A practical remedy for this state of things comes to us from the Kentucky legislation. A bill has been framed to prohibit and make void all marriages with an idiot, lunatic, paralytic, pauper, vagrant, tramp, drunkard, gambler, felon, feeble-minded person, or any one rendered physically helpless and unfit for the marriage relation by malformation, misfortune, accident, age, disease, or any other cause; any person with violent temper, or who has for one year previous been a frequenter of any immoral house, or has been divorced for such causes. The legal age is fixed at eighteen years for men, and sixteen for women. Here is a move in the right direction.

The next move should be to take hereditary criminals out of society. Why should such persons be released at all until there is good reason to believe that their natures have undergone a change for the better through a proper process of education and discipline? When a man has small pox he is promptly isolated. When he is discovered to be insane he is placed in confinement, or under proper restraint. But a man whose mind is warped in the direction of criminality is deprived of his

liberty only for a fixed term, which does not take into account the character and intellectual and moral tendencies of the prisoner.

Teachers should use the utmost wisdom in dealing with the children who show hereditary tendencies towards crime. They need special and careful investigation. The psychological problems involved in such cases need wise study and careful treatment. Here is a field for the careful investigation of thoughtful teachers.

## STIRRED UP.

THE *Texas Public School* is quite stirred up concerning our recent remarks in reference to the meeting of the National Educational Association at Nashville next year. What we said was written in no dictatorial spirit. We only expressed our opinions as we had been asked to do. At San Francisco last summer the writer of these lines cast his vote, as a member of the Board of Directors in favor of Nashville, and he did so heartily and freely. Several years ago he voted to go to Atlanta and he went. He proved his faith by his works, and when a deficit in the treasury was the outcome he helped collect the needed money. Nashville is the place for the next meeting of the National Association if the people will turn out. Is there any teacher in the South who would vote for the Association to go to Nashville if the teachers will not turn out? Our genial southern friend the editor of the *Public School*, seems much troubled concerning the suggestion of the *SCHOOL JOURNAL*, that there ought to be 2,000 negro teachers in attendance. Why not? Have not the South been asking for national aid to help them carry the burden of illiteracy forced upon them by the results of the war? Are not appeals made all over the North, every Sunday, in the churches of all denominations asking for help for the South. And the whip of every appeal is the negro. We know that many colored schools have been doing good work. Why will not the Nashville meeting afford an excellent chance for the South to show to what heights the colored man has been elevated? Has it paid to give this money and support these schools? We are very much obliged to the editor of the *Public School* for his generous offer of a negro to have, hold, and keep, but we should be so sorry to deprive him of the companionship of the best friend he has, that we must decline his offer with thanks, but, all the same, we hope to see him and both his colored and uncolored friends in large numbers at Nashville next July.

THE royal commission of twenty-three members that was appointed in England, sometime since with Lord Cross as chairman, has submitted its majority report. Fifteen members advise giving aid to sectarian schools; eight headed by Sir John Lubbock decline to agree to this. The majority think it is essential that religious instruction should be given, meaning by this not denominational but Christian instruction. They recommend that public money be given to such sectarian schools as keep their instruction up to a certain standard, and have a certain attendance. The minority report has not been made, but it will take the ground that is taken substantially in this country, that religious instruction cannot be given in the public schools without giving rise to disagreements that would in the end ruin our public school system. That instruction may be given in morality is not denied, but it is not done to any extent in our public schools. We think that a common grade of morality, based on the Bible, might be adopted and taught in all our schools; we favor it.

## THE SALOON IN POLITICS.

To an extent seldom suspected, the saloon is the place for holding party conventions. A careful investigation during the last Presidential canvas, has showed that nineteen of the twenty-six conventions for the nomination of Congressmen in New York City, were held in liquor saloons, and one of the other seven next door to a saloon; sixty-three Assembly conventions in saloons, and seven next door, to only twenty-six in other places; sixty-four Aldermanic conventions in saloons, and seven next door, to but twenty-five others. Saloon-keepers are naturally chosen by conventions held in saloons. What is true in this city, is true in every other city to a greater or less degree. Saloon-keepers have far more influence in the political world than teachers. And what kind of an influence is it? If any of our readers do not know, we should like to inform them.



THE largest college in the world is at Cairo, and is sustained in the interests of Mohammedanism. It has 800 teachers and 10,000 students. At the head of it is a perverted Jew.

PROF. JOHN F. WOODHULL, now of the College for Training of Teachers, N. Y., spoke on "Home made Apparatus," at the recent meeting of the Rhode Island Institute of Instruction, held at Providence.

WE notice that our correspondent, Supt. Will S. Monroe, of Nanticoke, Pa., will speak four times at the county institute to be held at Somerville, N. J., Nov. 21-23; once on language-teaching, once on supplementary reading, and twice on primary work. Those who hear him will be greatly helped, for Supt. Monroe has not only many practical ideas, but a clear and effective way of putting them.

MR. JOHN C. SICKLEY, the librarian of Poughkeepsie, N. Y. public library, whose classified list of books for school use were noticed in the JOURNAL last year, has issued a new set with additional books. They are made attractive by having excellent quotations printed on each. Mr. Sickley says, "Their use during the past year was such as to encourage the plan of furnishing them for pupils." We congratulate the city, the librarian, and the schools on this encouraging state of affairs.

THE failure of the Senate to confirm Professor Albro's appointment as superintendent of Indian schools, has not prevented him from commencing his work. He has resigned from the Institute faculty and already assumed the duties of his new office.

IT is with pain that we record the recent death of Dr. Tappan, Ohio State Commissioner of Education. He has for many years been closely identified with educational work, not only within Ohio, but throughout the nation.

PRINCIPAL J. BRECKENRIDGE of the Decorah, Iowa, Academy, writes: "You are doing much to help us; your supplements are especially valuable."

"MIND STUDIES FOR YOUNG TEACHERS," and "Civics," by Wm. M. Giffin, have been adopted by the New Jersey State Reading Circle. Those two books, with one professional book from the prescribed course of reading, constitutes a year's work. Every teacher in Salem, N. J., has completed the Reading Circle course, and will receive diplomas at the coming meeting of the State Teachers' Association. As far as we know this is more than can be said of any town of any size in this country. Salem should be presented with an educational banner.

MR. E. S. HALL, for several years superintendent of the Norwalk, Conn., schools has been appointed superintendent of the schools under the care of the American Missionary Association. Mr Hall brings to this work many years of successful experience added to a native stock of good sense.

TREASURE-TROVE OR NOVEMBER opens with an interesting illustrated account of the Lick Observatory, followed by articles that every teacher will appreciate on such timely topics as the Wilkes Barre accident; the Canadian fish question; the disagreement of the doctors; the Chicago riots; and the wheat corner under the caption, "Is that the Law?" by Wolstan Dixey; "Yellow Fever," by W. H. H.; "A Famous Astronomer," with portrait of the late Richard A. Proctor; "American Politics," by Oscar R. Hart; "Getting Ready for Christmas," with illustrations, by Lucy Clarke; "Russian-America" (second paper), illustrated. Beside this are illustrated papers at once entertaining and instructive, on "Mary Stuart," by J. R. D. L.; "Crystals," by Margaret E. Houston; "Children's Lunches;" "The Metal of the Future;" "What Congress Costs," and others. The "Prize Story" and "Letter Box" departments are right up to the usual high standard.

I KNOW of no study more stimulating, more invigorating, more bracing to the mind, or of more immediate utility than history. It is a great thing to plunge a lad from an early age into many studies, into a region of knowledge, reflection, and speculation, in which no intelligence and no age need be ashamed of moving. Our classical education has descended to us by accident, but in its palmiest days, when to be a scholar was thought the high road to becoming a gentleman, the youth of the governing classes were always instructed in history and politics. Pitt was taught the theory of law by his father, at fifteen. Without the education of a statesman, scholar, and mathematician as he was, he could not have awayed the destinies of England at twenty-four. But this knowledge is as necessary for the governed as for the governors. He who teaches history well is not only a good schoolmaster but a good citizen.



REV. EDWARD THRING, M.A.

Rev. Edward Thring became head-master of Uppingham school in 1858, when it had only thirty-one pupils. Thirty-one years later this school was one of the best and largest of the public schools of England. Acting on his belief that every boy should have a fair chance, Mr. Thring let no class number more than twenty. Each pupil had his own study-room; home-life was secured by boarding the boys in small buildings; all active sports were well provided for, and as much beauty as possible was put where it could cultivate the taste. It is interesting to note the contrast between these school-days, and those of the man who wrought such a change. Mr. Thring's own language tells it best:

"My first acquaintance with school began at eight years old in an old-fashioned private school of the flog-flog, milk-and-water-at-breakfast-type. All my life long the good and evil of that place has been on me. It is even now one of my strongest impressions, with its prim misery, the misery of a clipped hedge, with every clip through flesh and blood and fresh young feelings; its snatches of joy, its painful but honest work, grim, but grimly in earnest, and its prison morality of discipline. The most lasting lesson of my life was the failure of suspicion and severity to get inside the boy-world, however much it troubled our outsiders. Three long years were spent there. Then came nearly nine years of Eton as Oppidan and Collegier, and I passed from Eton as Captain of the School to King's College, Cambridge. Those nine years, with all their chequered feeling, did not leave me in ignorance of the good and evil of a great public school. Six years of work and reading at Cambridge followed, now heavy with labor, now buoyant with hope, bringing great searchings of heart, and much balancing of right and wrong, much anxious weighing of the value of education and life, and their true use. And then, best of all, the very pivot of all after-time, my Curate life in Gloucester, and country parishes. Six years were passed in this way with a wedge of private tutor work thrust in between, and work as an examiner from time to time, when I left my parish to examine at Cambridge for the Classical Tripos, or was sent by the university to Rugby to examine there, or chosen by my college for four successive years to examine at Eton. Lastly after this, thirty-one years as head-master of Uppingham have brought me to this hour."

Mr. Thring is known to American teachers by his works on "Education and School," and "Theory and Practice of Teaching," addresses to the teachers of Minnesota, a volume of miscellaneous addresses and poems, besides two volumes of sermons preached at Uppingham. All of his educational works show that to him teaching was "glorious work," given "a most exhilarating sense of life touching life," and "a glad liberty of space to explore and reclaim." He was everything to his boys that a teacher could be,—instructor, pastor, friend, and companion. He died last summer.

DR. MALCOLM MACVICAR, president of McMaster University, Toronto, and well known in this State as principal of the Brockport and Potsdam State Normal Schools, New York, has been spending a few days in this city. He is especially interested in the introduction of manual training into school work.

## GRADUATING EXERCISES.

## NEW JERSEY STATE READING CIRCLE.

On the 26th, 27th and 28th of December next, the New Jersey State Teachers' Association will hold its annual session at Trenton. The state superintendent of public instruction will preside and all the teachers in the state who have finished the three years' reading circle course of professional study, will receive a diploma. An arranged program will follow, and a number of essays read by the teachers. Addresses will be given by the state superintendent and by Mr. Wm. N. Giffin, president of the New Jersey State Teachers' Association. A very interesting time is expected.

## A MAN WHO KEPT HIS EYES OPEN.

Men who keep their eyes open, and keep at it, usually strike something before they die. We have an example of this in the "good luck" of W. H. Pitt, instructor in chemistry at the Buffalo High School, who is said to have "struck it rich." Here is the story as we hear it. In Ohio the Standard Oil Company owns some big spouters, but the oil is practically valueless except for fuel purpose. It is heavily impregnated with sulphur and other waste materials, and is as black as ink. Over a year ago the professor sent for several gallons of it to experiment with. He succeeded in refining it, and before he said a word he secured a patent on his process. He then interested George Van Vleck, of Buffalo, a Standard magnate, and together they erected a test refinery. For six months they have been at work, and the result is that the process works to a charm, and is destined to bring into the market all the low grade oils of Ohio and Indiana. The Apex Oil Refining Company, with a capital stock of \$250,000, has been formed, and the professor gets \$50,000 in stock, besides a royalty of \$50,000 for his patent—a pretty good sum for a school-master to have.

## PLATO'S THEORIES OF EDUCATION.

## UNIVERSITY SCHOOL OF PEDAGOGY.

Oct. 27 and Nov. 1.

## Introductory:—

The best civilization and school training.  
Is social training better than individual training?  
Contrast Sparta with Attica.  
Do good men always make good citizens?  
Idealism. Two uses.  
Explain realism, idealism, and utilitarianism.  
Plato's ideal—love and beauty.

## PLATO:

Method.  
Origin of Plato's state.  
How occupations are chosen; the professions—how filled.  
Order of studies.  
His views of early education; prophetic.  
Value of gymnastics.  
School curriculum—how long?  
Product of a perfect education.  
Plato's "real existence."  
His ethics and politics one. Is this right?  
Wisdom, courage, temperance—Justice.  
Reason, desire, and honor.  
Who must be kings and teachers? Why?  
The cause of the decay and death of his ideal state.  
His ideal good.  
Plato on atheism.  
His thought on selfishness.  
The famous simile of the Cave from the seventh book of the Republic. What it teaches.

## Consult

Packard's Studies in Greek Thought.  
Cyclopedia Britannica. Plato.  
Mayor's Ancient Philosophy.  
Ritter's Ancient Philosophy.

## SUGGESTIONS.

The final examination will be on the printed topics.  
Make note of all topics not fully understood, and carefully review.  
Keep the topics pasted in a blank book, so arranged as to make notes following each subject.  
Make careful note of all questions not settled. An opportunity will be given to settle them before the course closes.



### PROPOSED CHANGES IN SCHOOL CURRICULUMS.

By SUPT. THOMAS M. BALLIET, Springfield, Mass.

[From an address before the Connecticut State Teachers' Association.]

There is a demand, both popular and just, for the introduction into our schools of such subjects as civics, sewing, cooking, and the various other forms of industrial work. One of the questions of the day in education, is how to make room for these extra topics. Can any of the studies now found in our common school curriculum be consolidated? Can others be so co-ordinated as not only to save time, but also to make the work all the more thorough, because related topics will be taught in their relations, and not in so many separate subjects?

#### CO-ORDINATED WORK.

At present we are teaching a number of topics in connection with several branches, as if they had no connection with one another. We are teaching, for example, the sphere in our work in form, in the lower grade schools; in geometry we take it up again, analyze it more fully, and study the relation of its parts; in mathematical geography, we study it again in studying the form and the motions of the earth, and the subjects of longitude, latitude, zones, tropics, etc., and again in arithmetic, the same subject is studied under the topic of "Longitude and Time." Could not the work be unified and made all the more scientifically thorough by teaching mathematical geography, and the subjects of longitude and time in arithmetic, in connection with the study of the sphere in our work on form, in the more advanced grades? The lever, too, and inclined plane, pulley, etc., in physics, and proportion in arithmetic, might be taught together in our grammar schools. Again, political geography is nothing but present history, and links the physical geography of the earth with the history of the world. The two subjects can and ought to be largely taught together. History, too, if properly taught, will be found the very best means of teaching civics.

#### CONSOLIDATED WORK.

2. Can any studies be consolidated? The branches constituting our common school curriculum may be divided into two classes, so distinct in character that they have little in common. First there are the studies that furnish concepts, thoughts, ideas—to use these terms in their loose, popular sense. Geography furnishes the mind with concepts of the earth, of the relief of the continents, of the influence of this relief on drainage, soil, vegetation, animal life, commerce and social life. History furnishes concepts of the past social life of the earth. Geometry presents concepts of form, and a knowledge of their relations. Arithmetic furnishes concepts or ideas of number, and of the relations of numbers. These may be characterized as the thought studies of the primary and grammar-school course.

In the second place, there are studies in our curriculum which, instead of presenting concepts, ideas or thoughts, simply furnish "labels,"—symbols for these. Their office is to supply the symbols which serve both as the instruments of thought, and the means of its expression. They are the studies that deal with language in all its departments, including penmanship, spelling, reading, the construction of sentences, punctuation and capitalization.

#### THE TWO CONTRASTED.

1. Concepts, ideas—the material of the thought studies—are in a sense ultimates, that is, they are not to serve as representations for something else; symbols, on the other hand, have no significance as such; they derive their significance from that which they are to symbolize. A word is like a window glass—a thing to look through, not to look at. The more unconscious the mind is of its presence in reading, speaking, or thinking, the better. All mental power expended in the process of conscious attention to the means of expression, in the act of thought expression, is wasted. Hence follow several marked contrasts between the methods to be employed in teaching the two classes of studies.

2. Ideas, or concepts, must be *developed*. The process is often a slow one. Words or symbols are acquired by the simple process of *association*—association with the ideas or concepts which they are to represent.

3. In developing ideas or concepts, the more concentration of mind, the more minute the analysis and synthesis of the parts, the better; in the process of associating symbols with these ideas or concepts, the less concentration of thought on the symbols, and the less

analysis of them, the better. The process of acquiring language, or the symbols of thought, should be as nearly as possible an unconscious process. Thought, like certain substances in chemistry, combines most readily in its *nascent state*, therefore all the studies that furnish the symbols of thinking—reading (printed words), writing, spelling, language lessons—can be taught most effectively, not as so many separate branches, but in connection with the development of the concepts, or ideas, furnished by the "thought" studies. These branches should not be taught separately, but in connection with geography, history, the elements of natural history—botany, zoology and mineralogy, and the study of form.

We seldom comprehend a thought clearly, until we express it in words. When language is used as a means of thought development in this way, the very best results in language-training are obtained. All language work, as far as the mother tongue is concerned, should be done in connection with the expression of thought *for the sake of the thought and not for the sake of the language*. By teaching all language studies with the "thought" studies, much valuable time may be saved, and ample room may be found for the introduction into our schools of work of the most practical character, for which there seems to be no room now.

### PUBLIC VERSUS PRIVATE SCHOOLS.

NOTE.—The following arguments in favor of public, rather than private schools, were given by President Shouard of the Yonkers, N. Y., Board of Education in reply to an invitation to attend a meeting for the purpose of forming a "boys' school of high class."

I am radically opposed to the so-called "select schools," for the education and development of American boys, because I believe:

FIRST.—That mere money making considerations necessarily enter too largely into their organization, management and discipline.

SECOND.—That the very conception of such a plan of education, is in itself pernicious. The very act of grouping or selecting a number of boys for the purpose of educational development upon the basis of their similarity in social, or financial condition, so warps their minds with prejudices and false notions at the very start, as to thwart the best efforts of the ablest and most conscientious of teachers in the direction of the formation of character.

THIRD.—That all such schools are for these and other reasons necessarily inferior in scholarship.

FOURTH.—That it can be shown that such schools have been uniformly unsuccessful in developing what are known as "successful men," in the broadest and best sense of that term.

The first impressions that a boy gets of school are profound and lasting in their effects. The momentous occasion of his first entrance to a "select school," stamps indelibly upon his mind the conviction that he must in truth be a superior being because of his birth, or the wealth of his parents, no matter what his own character and abilities may be. No amount of ability or fidelity on the part of a teacher can ever cure the injury done to the mind and character of the average boy by the impression of this one false view of life.

The sheltering of children from contaminating influences has always been the great argument for "select schools." To thus endeavor to qualify our boys for the highest achievements of a true American manhood, seems to me like attempting to raise plants in a greenhouse as a preparation for the rigors of the outside climate. The plant cannot withstand a sudden change from the warmth within to the cold without. No more can the average boy who has been sheltered from evil influences—if such an achievement be possible—bear the sudden exposure to the countless novel temptations of the outer world, as for example in going from home or "select school" restraints to the license of a college life.

I am profoundly impressed with the belief that the best public schools offer the soundest education of both mind and character to be obtained for American boys. The evil influence in "select schools" are kept more out of sight than those which are so plainly to be seen in public schools! They are therefore more insidious, dangerous and difficult to guard against. Again, bad language, rude manners and evil ways are dangerously attractive to the young when practiced by the rich and the fashionable, while they are easy to be made to appear disgusting when they are chiefly characteristic of rowdies. The poorer children are, upon an average, more earnest students than those more favored by fortune, the former realizing more keenly the necessity which compels them, in after life, to depend upon their

own exertions. The high grade public schools accomplish the best attainable results in the mental, moral and physical development of the sons of the rich as well as the poor, laying the foundations in the best manner for the highest attainments of a true American manhood.

### THE COUNTY INSTITUTE.—WHAT IT SHOULD BE.

By SUPT. W. S. BROWN, Grayville, Ill.

(From a paper read at the Southern Illinois Teachers' Association, Nashville.)

#### TIME.

There is need that the institute should be held at as late a date as possible before the beginning of the fall term of school. The length of the meeting will depend upon the amount of the institute fund. In no case should it be prolonged beyond the time warranted by the money in furnishing the best instruction.

#### PLACE.

The place selected for the annual institute should be central. It should have healthful surroundings, and should be a place where the people take special interest in educational work, also a place of positive moral and religious sentiment. The county-seat generally meets these needs.

#### PURPOSE.

Without a well-defined purpose there can be no satisfactory results. Upon this point the success or failure of the meeting depends, and too much prominence cannot be given to it. The plan that does not appeal to the highest intellectual and moral powers of the teacher is as useless as it is presumptuous. There can be, in my opinion, but one object of institute work: *i. e. the professional growth of the teacher.*

#### RELATIONS OF TEACHERS AND SUPERINTENDENT.

The teacher must grow into a harmonious relation with the plans of the county superintendent. The institute is the spot where such growth can take place, for it is here that the county educational work is systematized by co-operation, that the inexperienced teacher learns the requirements of his calling, and that the superintendent can compare the relative merits of his teachers, and lead them to a higher degree of intellectual attainment.

#### MORALS.

Attention should be given to some of the alarming evils in the profession. The habitual use of tobacco in any form, should mark an individual as unworthy of the degree of respect that insures success to the man of stable habits. The use of unchaste language should class a teacher as indiscreet and unwise. The county superintendent must seek to remedy the difficulty by an earnest appeal to the highest and noblest qualities of the human soul.

#### MANNERS.

Emerson says, "Give a boy address and accomplishment, and you give him the mastery of palaces and fortunes wherever he goes." Since good manners are essential to success in life, due prominence should be given the subject in the school room. The science of good manners, that we would have the teacher understand, is founded upon good judgment; the art of it, that we would have him practice, is the intelligent application of known principles of right. The lecture room and the social hall would help to improve the teachers in this respect.

#### METHODS.

Teachers must have methods that are both original and acquired. Originality is necessary to give enthusiasm to the thoroughness that comes from knowledge founded on good authority. The institute should furnish a reliable source of methods, by having able instructors who are experts in theory and workers in practice.

#### DUTIES OF TEACHERS.

In order that these plans may work effectively the demands of the county superintendent must meet with a hearty response by teachers. When the time of meeting comes, the teacher should give it his whole attention. Until the presence and activity of every teacher is required by the superintendent, we can expect no satisfactory results.

NATIONAL DEBT.—The national debt is due to the holders of United States bonds.

QUANTITY OR QUALITY.—Quantity is more valued than quality. The learning of facts never educates. When the mind is stuffed with a vast quantity of undigested material, it is sure to produce mental dyspepsia.



### THE COUNTY INSTITUTE.—WHAT IT SHOULD NOT BE.

By MRS. MARTHA A. BURDICK, Centralia, Ill.

[From a paper read at the Southern Illinois Teachers' Association, Nashville.]

#### NOT A CRAMMING SCHOOL.

It has been charged that the county institute, has degenerated into a "cramming school" whose objective aim is the teachers' certificate. This, certainly is not what it should be. So prevalent has become the idea that institute work is a preparation for a given examination, to take place promptly at the close of the session, that teachers who hold permanent certificates are in the habit of staying away, and those whose certificates are good for two years, attend only on alternate years. Thus the attendance year by year is made up largely of those who desire to try the examination for the first time, and those who hold certificates given for a short time, this time having nearly or quite expired. As a result, the work done is uninteresting to patrons, school officers, and most teachers who make up the front rank of the profession.

#### NOT A PAY SCHOOL.

The institute should not be a "pay school." By this we mean that teachers should not have to pay for instruction, which it is clearly the duty of the educational bureau of the state to furnish free. In some states, instructors appointed by the State Superintendent or Board of Regents, and paid out of the public fund, are sent to conduct the institutes in different counties. Then teachers have only to pay their board.

#### NOT TOO LONG.

The institute should not be lengthy. One week is enough time for great good to be accomplished, if everything is in readiness beforehand.

#### NOT FORMAL.

The institute should not be a place of such formality that it would be considered improper for a member to ask for information or advice from others on any matter of school management, methods of instruction, or discipline.

#### NOT UNSOCIAL.

Finally, the institute should not be an unsocial place. We need to know one another better. To go to a meeting, stay a week, and go home again, without having formed new acquaintances, and without having become more familiar with former friends, is to deprive ourselves of much that would uplift and ennoble us.

When we are more ready to give each other credit for good motives and good work, more eager to put our shoulders to the wheel in the long pull, the strong pull, and the pull all together, then the work will move forward, and teachers' institutes be farther removed from what they should not be.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### SOME PRACTICAL HINTS ON COMPOSITION.

#### I.

By SAUL OLSON.

After every lesson taught, pupils should sum up its points orally, and then write an abstract. In the lower grades, it will be necessary to teach how to write a summary of a lesson. It may be done by giving questions, the answers to which, forming a connected story, will give the main ideas of the extract. Answers in the words of the book should not be allowed.

Geography and history may be used for composition work. If a teacher wishes his pupils to know the commerce of Great Britain, the surface of the New England states, or the soil and drainage of Ontario, he will get this knowledge first, and in giving it it will cause his pupils to describe well and reason clearly. If history be the subject, important facts can be presented in a story, and pupils may be led to reason from events to general principles. This may be reproduced orally or in writing.

#### AN OUTLINE OF THE WORK.

A knowledge of the character of the people of England, and how that character has been affected by the different peoples which have been united to form the race; how these elements of Britain, Saxon and Norman have become welded together—these and kindred subjects

are more important than a detailed account of battles and sieges. The teacher, therefore, will give his pupils some ideas concerning the strongest of these elements—the Saxon character. He takes them on an imaginary journey across the German ocean, to the old homes of our ancestors. They see a low-lying waste of marsh, the soil a sediment of mud, the dark waters of slowly moving streams here and there running over their banks and forming stagnant pools; the summer raw, misty and rainy, the winter full of fog, hoar frost, and storm. The pupils will already begin to wonder what kind of man lives here in this gloomy, unlovely land. They are a race of half naked savages, engaged in fishing and hunting and herding swine. What are they like? They are huge-bodied, white-skinned, blue-eyed, and have reddish flaxen hair. After such a preface the teacher can hardly supply material to satisfy the curiosity of his pupils concerning the habits and dispositions of this strange race. Their climate and geographical position have greatly affected their character. It is cold and stormy and cheerless. In connection with the study of the Saxon character, one of Longfellow's Sagas might be read in class. This in itself would do much to excite the imaginations of the pupils and give them a taste for reading. Now, having summed up the points orally, and drawn the desired conclusions by careful questioning, the following order of topics might be used for writing an abstract, (1) geographical position, (2) surface, (3) climate, (4) food and drink, (5) occupations, amusements, (6) political organizations, (7) character as affected by his surroundings.

#### II.

Composition has for its object, not the evolution of ideas but the expression of them. The pupil on beginning this work, should be furnished with the means of expressing simple ideas. Afterwards when he has sufficient command of language, he can express his ideas in his own way. The teacher must be satisfied with having the pupil clothe in language. Let the ideas be given by either teacher or books.

Much can be done toward forming a style by frequent study of choice extracts. Let the class examine one of these memory gems placed on the board. Have it read, talked over, perhaps partially analyzed and parsed, if necessary to a clearer understanding of it. When they have mastered the meaning, let them make a paraphrase of it. The following method may be used. Let them write the ideas in separate sentences, each sentence containing one thought, and all placed in the order in which the ideas occurred in the extract. These sentences should next be combined and boiled down, then corrected and polished. The teacher should repress all attempts at fine writing, and insist on plain Saxon words, and concise sentences. It is not so important that each should contain few words as that each should have but one thought. Clearness is the first essential, and all other ends should be made subservient to this.

### LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

COPYRIGHT, 1888.

#### TO TEACH THE DUTY OF TRUTHFULNESS.

#### PART II.

Teacher. Hector and Herbert went to the river to sail their boats.

"Let us have a swim," cried Herbert.

"All right," answered Hector; and in five minutes they were in the water. The water was cold, and they did not stay long.

While they were dressing, Hector said, very soberly, "I never thought about it, but father told me yesterday not to go into the water for a couple of weeks. What do you suppose he will say about it?"

"You are in a fix," said Herbert. "I haven't been told not to go, but I know we ought not to have done it, for the water is too cold."

With sober faces the two lads walked home.

Hector met his father at the door.

"Have you been in the river?" asked his father. "I saw some boys swimming, and was afraid you were one of them."

"No, sir," said Hector, "I have been sailing my boat."

"That's right, my boy," said his father. "I am glad you did not disobey me."

He would not have been so pleased if he had known the truth.

Herbert ran to his mother and cried, before she had a chance to ask a question, "O, mamma, Hector and I have been down to the river sailing our boats, and I wet my head, too. We had lots of fun." Just as Herbert

intended, his mother supposed that he had told her the whole truth.

It is not at all necessary for me to tell you what these boys' parents said to them when they found out the truth, as they did, but you may tell me what you think of what the boys did. What did Hector do when he told his father that he had not been in the river?

Charlie. He told a lie.

Teacher. Do you think that Herbert told a lie, when he told his mother that he had sailed his boat and dipped his head into the water?

Grace. I don't know. What he said was true.

Harry. I don't think it was a lie.

Frank. I think it was a lie.

Teacher. Why? He had sailed his boat, and dipped his head in the water.

Frank. He didn't tell all.

Nellie. He meant to make his mother believe that he hadn't been in the river.

Teacher. Then he meant to make her believe what was not true. Is that lying?

Tommy. I think it is.

Teacher. Yes, Herbert told a lie just as much as Hector did. Even if the words you speak are true, you are lying if you say them in such a way as to make some one believe what is not true.

To-day I asked all the children who had an answer ready to a question, to raise hands. A great many hands came up. When I questioned one little girl, I found that she didn't even know what the question was. What did she do when she raised her hand?

Clara. She told what was not true.

Teacher. How did she tell a lie? She did not say anything.

Fanny. She told it by raising her hand.

Teacher. It was just as much a lie as if she had told it in words. It was an acted lie.

Clara said she was "almost dead," when she was really somewhat tired. Afterward, when she wanted to take a walk with a friend, she said she was not one bit tired. Did she tell the truth either time?

John. No ma'am.

Teacher. At first she made her story too large, or exaggerated the truth; then she made her story too small, or diminished the truth.

One morning a boy went to his teacher and said, "Walter Clarke is playing hooky to-day." Walter was in his seat at the time, so his teacher knew that the boy was wrong, but she wished to know why he had said it, so asked him why he thought so.

He answered, "I saw him going toward the bay."

"Does every boy who goes toward the bay play truant?" asked his teacher.

"No," answered the boy, "not every boy, but Walter was going crabbing, for he had his crabbing net with him."

"Well," said his teacher, "that did look a little like it, but do you know that he is playing truant because he was going toward the bay, and had his crabbing net with him?"

"No," acknowledged the boy, "I don't know it, but I think so." When his teacher told him to look around the room, he saw Walter in his seat.

Was it right for the boy to say that Walter was playing truant?

Harry. No, it wasn't right.

Teacher. Was it a falsehood? He thought it was true?

Frank. I don't know, but he hadn't any right to say it.

Teacher. I think it was a falsehood. He could truthfully have said that he thought it was so, but he couldn't truthfully say that it was so. Even if it had been true, he had no right to tell it as truth if he didn't know it.

#### SUMMARY.

I should always try to be perfectly truthful.

If I am not truthful, I shall not be believed even when I speak the truth.

If I get into the habit of lying, my moral nature will grow to be weak and bad.

I should never speak words that are true in such a way as to make others believe what is not true.

I should never act a lie.

I should try not to exaggerate or diminish the truth.

I should never tell, as truth, what I do not know to be true.

THE BEST AUTHORS.—It will not be difficult for anyone at all acquainted with literature to select at once eight or ten of the best authors. Every young person should be familiar with the best from such standard authors as Shakespeare, Milton, Tennyson, Bryant, Longfellow, Whittier, Mrs. Browning, Harriet Beecher Stowe, Irving, Prescott, Emerson, Cable, Howells, Holmes and many others which we have no space to mention.



## BLACKBOARD WRITING.

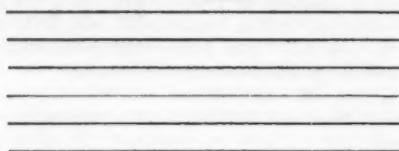
By PRINCIPAL EDWIN SHEPARD, Newark, N. J.

The ability to write and figure well upon the blackboard is of great value to the teacher in many ways. Neat, correct work commands the respect of the pupils; their judgment is instantaneous; they know what good writing is and seeing it give the teacher full credit.

He becomes their model and the desire to equal or excel him is so strong that in a class of pupils ranging from twelve to fifteen years of age, many will be found at the close of the year the equal of the master. Nearly all of our young teachers begin their work in the lower grades where accuracy of copy is of the greatest importance, and yet but a very small per centage of our normal school graduates fresh from their preparatory work, can place upon the board, slate, or paper good model letters such as we would have our pupils imitate.

Good writing is a qualification not demanded by many of our normal school professors, but the time is not far distant when every graduate will be a good writer. The following hints and suggestions on blackboard writing are given to assist those teachers who cannot write well upon the board.

Thoroughly clean a small part of your board and draw upon it with a slate pencil the writing staff; it consists of six lines, and five spaces as given below.

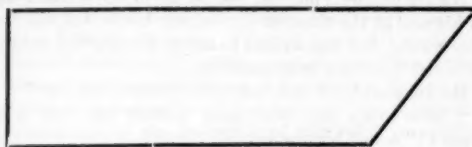


Make the lines two inches apart. On the base line draw with great care the letter u. Use a slate pencil in sketching the letter as it gives a finer line, and is easily rubbed out, when the letter is finished with the pencil, line, in with chalk.

## TESTING YOUR WORK.

Be sure the slant and proportions of the letter are correct.

In order to test slant, cut from good quality card-board a slant card six inches high (cut No. 2 shows the proportion of the card.)



SLANT CARD.

By testing your work with this card you will secure the proper slant for down strokes, fifty-two degrees.

## PROPORTIONS OF THE LETTER.

The distance between the points of the u should be nearly or quite the height of the space, two inches; this distance represents a space in writing, and is the standard for measurement in spacing.

After using the slant card and securing a perfect letter you are prepared to begin your practice work, which consists in tracing the letter many times with chalk. After tracing a few times try to make a new and perfect "u" next to the one you have been tracing. You will very soon find that your tracing exercise has greatly assisted you in forming correct letters of this class. Do not forget to use the slant card; test every letter till you are sure of the correct slant.

In the same manner draw and trace any capital letter form. The following simple stroke forms the basis of thirteen capital letters.



Study the proportions of the form and by testing find just where the slant line passes. You can now begin the tracing of this stroke or by adding to it secure a complete letter combined with a movement exercise.



A little careful practice each day will soon show you the value of this plan, which has the merit of combining a study of form and acquiring freedom of movement.

## RAPID ADDITION.

By SUPT. E. T. PIERCE, Pasadena, Cal.

Last spring I gave a process which if carried out, would help pupils to add rapidly. The subject was not completed; another step is needed as pupils advance, and after this is taken they can add twice as rapidly as before. The teachers who took an interest in the previous papers will be glad to know how to finish the work.

The combinations are learned as designated: a pupil knows immediately the sum of two figures; he has but to see the two, one under the other, and he reads the sum. There must be no hesitancy in this; the work should commence the first year, and no day should pass without a short drill in seeing sums, commencing with easy combinations and advancing step by step. As soon as possible, have pupils add such columns as

They know the sum of 2 and 3 as soon as they see 1 the figures; also the sum of 1 and 2 and they simply 2 add 5 and 3 and give the sum 8. In a short time — pupils will read such columns as they read the words to, the.

If necessary, place the work on the board in this way

2 } 3 They should see 5 and 3 instead of 2 and 3, 1 and 2.

3 } 3 Half of the time is saved. Give them a great amount

3 } 5 of such work, making up the examples the night before,

thus being sure that the children are not getting combinations that are too hard. Then give simple

examples like the following: 4231 and the pupil adds

mentally 6 and 3 and gives 2423 the sum 9; 3 and 5

and names 8; 3 and 6, and 1124 4 and 6, but names

only 9 and 10. He does not add 3212 2 and 4 and then 2

and 1 in the first column; he 10989 has a mental picture

of the sums of those numbers and adds those, or has

still another mental picture of the final sum. He must

soon grasp tens however, and we have columns like the

following: 4 7 and 5 make 12 giving 2 for a unit figure.

The 3 pupil sees 2 when he sees 5 and 7. In

like man- 6 ner he sees 4 in the combination 8 and 6;

in the com- 8 bination 3 and 4, 7. Now he must add

3 and 4=6, 7 and 6 and 7=13, or 33, carrying in his

mind the 3 first two tens. He really adds only 2,

4, and 7 and 33 gives you 33. It soon becomes very easy

to run up a column like the following, for the pupil

reads as you point to the combinations: "two, three,

8 } six, nine, six: sixty-six." Time and drill will help

9 } him to carry the tens in his mind. The only trou-

5 } ble to be found is in combinations like the last two.

8 } He had 9, or really 49; 9 and 8 give 7 for a unit

6 } figure. Now the last unit figure and this 7 gives tens

4 } also, making another ten he added to the one ob-

7 } tained from the sum of 9 and 8. If he learns that

3 } when the sum of his original units, as 9 and 8 is

— 9 } tens, or 17; and also the sum of his last, as the 9 of

66 } 49 and 7, is tens, and he must therefore add two

tens to his entire sum, the difficulties will disappear.

I have tested the above work with classes and know

that pupils can be taught to add a column of figures as

rapidly and correctly as they can learn to read a sentence.

## PATRIOTIC SELECTIONS.

## I.

Flag of the heroes who left us their glory,

Borne through their battle-fields' thunder and flame;

Blazoned in song and illumined in story,

Wave o'er us all who inherit their fame!

Up with our banner bright,

Sprinkled with starry light,

Spread its fair emblems from mountain to shore,

While through the sounding sky

Loud rings the Nation's cry,—

UNION AND LIBERTY! ONE EVERMORE!

## II.

Light of our firmament, guide of our Nation,

Pride of her children, and honored afar,

Let the wide beams of thy full constellation

Scatter each cloud that would darken a star!

Up with our banner bright,

Sprinkled with starry light,

Spread its fair emblems from mountain to shore,

While through the sounding sky

Loud rings the Nation's cry,—

UNION AND LIBERTY! ONE EVERMORE!

—OLIVER WENDELL HOLMES.

## III.

The American flag has been the symbol of liberty, and men rejoice in it. Not another flag on the globe had such an errand, or went forth upon the seas, carrying everywhere, the world around, such hope for the captive and such glorious tidings. The stars upon it were

to the pining nations like the morning stars of God, and the stripes upon it were beams of morning light.

Let us then twine each thread of the glorious tissue of our country's flag about our heart strings; and looking upon our homes, and catching the spirit that breathes upon us from the battle fields of our fathers, let us resolve, come weal or woe, we will, in life and in death, now and forever, stand by the stars and stripes.

—HENRY WARD BEECHER.

## IV.

Our country calls; away! away!

To where the blood-stream blots the green;

Strike to defend the gentlest sway

That time in all his course has seen.

See, from a thousand coverts—see,

Spring the armed foes that haunt her track;

They rush to smite her down, and we

Must beat the banded traitors back.

Ho! sturdy as the oaks ye cleave,

And moved as soon to fear and flight,

Men of the glade and forest! leave

Your wood-craft for the field of fight.

The arms that wield the ax must pour

An iron tempest on the foe;

His serried ranks shall reel before

The arm that lays the panther low.

Few, few were they whose swords of old

Won the fair land in which we dwell;

But we are many, we who hold

The grim resolve to guard it well.

Strike for that broad and goodly land

Blow after blow, till men shall see

That Might and Right, move hand in hand;

And glorious must their triumph be.

—WILLIAM CULLEN BRYANT.

## V.

A man's country is not a certain area of land—of mountains, rivers, and woods—but it is principle; and patriotism is loyalty to that principle. So, with passionate patriotism, of which tradition is never weary of tenderly telling, \* \* \* Nathan Hale, disdaining no service that his country demands, perishes untimely, with no other friend than God and the satisfied sense of duty. So George Washington, at once comprehending the scope of the destiny to which his country was devoted, with one hand puts aside the crown, and with the other sets his slaves free. So through all history from the beginning, a noble army of martyrs has fought fiercely, and fallen bravely for that unseen mistress, their country. So, through all history to the end, as long as men believe in God, that army must still march and fight and fall, recruited only from the flower of mankind, cheered only by their own hope of humanity, strong only in their confidence in their cause.

—G. W. CURTIS.

## VI.

Freedom calls you! Quick, be ready,

Rouse ye in the name of God;

Onward, onward, strong and steady,

Dash to earth the oppressor's rod.

Freedom calls! ye brave!

Rise, and spurn the name of slave.

Grasp the sword! its edge is keen;

Seize the gun! its ball is true;

Sweep your land from tyrant clean,

Haste and scour it through and through!

Onward! onward! Freedom cries,

Rush to arms—the tyrant flies.

Freedom calls you! Quick, be ready;

Think of what your sires have been;

Onward, onward! strong and steady,

Drive the tyrant to his den;

On, and let the watchwords be,

Country, home, and liberty!

—JAMES G. PERCIVAL, in *Polish War Song*.

## VII.

What is the duty of Christian citizenship? If the Norwegian boasts of his home of rocks, and the Siberian is happy in his land of perpetual snow; if the Romans thought the muddy Tiber was the favored river of heaven, and Chinese pity everybody born out of the flowery kingdom, shall not we, in this land of glorious liberty, have some thought and love for country? There is a power higher than the gubernatorial chair, or the President's house. To preserve the institutions of our country, we must recognize this power in our politics. The man who for party forsakes righteousness, goes down, and the armed battalions of God march over him.

—WENDELL PHILLIPS.



## VIII.

How sleep the brave, who sink to rest  
By all their country's wishes blest!  
When spring, with dewy-fingers cold,  
Returns to deck their hallowed mold,  
She there shall dress a sweeter sod  
Than Fancy's feet have ever trod.

By fairy hands their knell is rung;  
By forms unseen their dirge is sung;  
Their Honor comes, a pilgrim gray,  
To bless the turf that wraps their clay;  
And Freedom shall awhile repair,  
To dwell a weeping hermit there!

—WILLIAM COLLINS.

## MEMORY GEMS.

Habits are soon assumed, but when we strive,  
To strip them off, 'tis being flayed alive.

—COWPER.

The worst of our enemies are those which we carry  
about in our own hearts.

—THOLUCK.

Fear to do base, unworthy things is valor;  
If they be done to us, to suffer them  
Is valor, too.

—BEN JONSON.

Falsehood may have its hour, but it has no future.

—PRESSENSÉ.

Small service is true service while it lasts,  
The daisy, by the shadow that it casts,  
Protects the lingering dewdrops from the sun.

—WORDSWORTH.

Live as though life were earnest, and life will be so.

—EMERSON.

There's music ever in the kindly soul;  
For every deed of goodness done is like  
A chord set in the heart, and joy doth strike  
Upon it.

—MCKELLAR.

Now, therefore, see that no day passes in which you  
do not make yourself a somewhat better creature; and  
in order to do that, find out, first, what you are now.

—RUSKIN.

## THE SHAPE OF THE EARTH.

The teacher who possesses a great fund of general knowledge, fine descriptive powers and a lively imagination, can give an intensely interesting lesson upon the globe, by taking imaginary journeys, and describing the productions, climate, customs and any curious conditions of vegetable or animal life.

Take an imaginary journey east around the earth, making your descriptions so vivid that the pupils can readily guess your location at every point. Introduce pictures and specimens. Lead the children to state that you turned no corners and have reached your starting point.

What might the shape of the earth have been?

Children.—Ball, cone, cylinder.

In your second journey start from same point and go at right angles to your first, introducing word-pictures when consistent. After returning to your starting point be sure you have impressed the fact that you turned no corners. In what form could these directions have been traced?

Child.—On a sphere.

Teacher now has child find a sphere and trace his (the teacher's) journeys. What is the shape of the earth?

Child.—The earth is sphere shaped.

Teacher.—What do we call the earth because it is shaped like a sphere?

Child.—The earth is a sphere.

Teacher then writes upon the board, "The earth is a sphere."

MARY F. MORE.

## A FEW LANGUAGE DEVICES.

## I.

Read an easy story and have pupils reproduce it upon their slates.

## II.

After the difficult words of the reading lesson have been written upon the board and thoroughly pronounced, spelled, and used in statements, allow the pupils to write short stories using the new words.

This a good test of their ingenuity and words thus learned are rarely forgotten.

## III.

Write ten lines telling how you spent Christmas, New Year's Day or your last birthday.

## IV.

Hang a large picture before the class and call for oral descriptions of the same. Offer suggestions which will cultivate perception and reason.

## V.

Write sentences upon the board omitting action words, and have pupils supply. Later have similar work with other parts of speech.

MARY F. MORE.

## A LESSON ON MANNERS.

1. Incident observed in the school-room. Once a boy and girl started for the door of the school-room, both reaching it at the same time; the boy pushed through first and closed the door behind him.

2. Was that a polite boy? Why not? What would a polite boy have done? What would you have done?

3. Send a boy and girl from the room. If the boy opens the door and steps aside allowing the girl to pass out first, and the girl bows her thanks, tell the children it was well done. If not, send others to try until the children see this little act of courtesy performed easily and gracefully.

## LESSON IN NATURAL HISTORY.

## THE CRANE.

NOTE.—If possible procure a stuffed specimen. Should you be unable to do this, then, by the use of colored crayon make a black-board sketch embodying the salient points of the lesson.

## Description.

The crane is a large bird. It is three or four feet in length from the point of its bill to the end of the tail. It has long legs, a long neck, and a long, slim, straight bill.

## Habits.

It lives on fish, frogs, mice, and worms. This bird makes choice of swamps and low grounds where the tall grass grows, to build its nest and rear its young. The nest is made of sticks, in which it lays but two eggs.

It is said that when one of these birds is so old that it can not get its own food, the young cranes feed it and take care of it.

## MORAL.

We should learn from this bird how to treat our parents, when they are old and need our aid.

MARY F. MORE.

## AN OBJECT LESSON ON SOAP.

Materials.—Tallow, soda, potash, pearl-ash, and a piece of soap.

Process.—Tell how soap is made. Soda and fatty matter are mixed and boiled. The refuse soda is pumped and more added until it is hard and firm. It is then put in moulds and frames to harden.

Varieties.—Tell of different varieties. Some injure the skin. Why?

Use.—Put the soap in water and watch it dissolve. Cover the hands with the soap and show how they slide easily over each other. Lead the class to know that the particles of dirt will adhere to the soap and the whole can be easily washed off.

1. To cleanse the person.
2. To cleanse many kinds of materials and objects.
3. Some sorts used for medicinal applications.
4. As a lubricant, in doing machine sewing.

Application.—Some one has said that we may judge of a nation's civilization by the amount of soap it consumes. What was meant by that?

## COMMON LAKE PIKE.

## Describe.

1. General form—viewing from tip to tip.
2. Body—head—neck—trunk—tail.
3. Appendages—name—use—number of paired fins—of single fins—position—structure—the essential structure of all fins—differences in structure.
4. Special Senses.

(a) Eyes—position—form, color, lids, lashes. Cut out one eye—describe its structure, (so far as can be made out from a hasty examination,)—number and attachment of its muscles—optic nerve—number of distinct coats—their color and texture—fluids—crystalline lens.

(b) Nostrils—number—position, cut one open, describe appearance of inside—any opening from nostrils into mouth?

(c) Ears—position, form, any observations.

5. Mouth—position,—size,—lips,—teeth,—general form; tongue, form, attachment, texture.

## GEOGRAPHY.

## Matter.

The land bordering on either side of a river is its banks.

## Introduction.

Review river from molding and blackboard.

Teacher.—To what am I pointing?

Child.—To some land.

Teacher.—Where is the land? (With reference to the river.)

Child.—Near the river.

(Gain the idea that the land is so near the river as to touch it, and because the land touches the river we say it borders it.)

Teacher.—Find the land which borders upon the river from molding and drawing. What do we call the land bordering on either side of a river?

Teacher gives term "banks."

In the following lesson teach "right and left banks of a river."

## A LANGUAGE EXERCISE.

Pupils may supply the appropriate word or words, and write the complete statements.

Tanners make \_\_\_\_.

Printers set \_\_\_\_.

Weavers make \_\_\_\_.

Millers grind \_\_\_\_.

Cobblers mend \_\_\_\_.

Dyers color \_\_\_\_.

Tailors make \_\_\_\_.

Milliners trim and make \_\_\_\_.

Shepherds watch \_\_\_\_.

Artists make \_\_\_\_.

Do what? { A taxidermist \_\_\_\_.  
A lawyer \_\_\_\_.  
A landlord \_\_\_\_.  
A sawyer \_\_\_\_.  
A farmer \_\_\_\_.  
A jeweler \_\_\_\_.  
A florist \_\_\_\_.

MARY F. MORE.

## STUDY OF THE BED OF A RIVER.

## Matter.

The land beneath a river is the bed of a river.

Teacher.—One day as I was crossing over the bridge I met a little boy who had a handful of stones he had picked up in the street. He stepped carefully up to the edge of the bridge and dropped the stones in the water. Where did the stones go?

Child.—To the bottom of the river.

Teacher.—What do we find in the bottom of a river?

Child.—Land.

Teacher.—Where is this land, with reference to the river?

Child.—Below or beneath the river.

Teacher.—What do we call the land beneath a river? Gives new term "river bed" and writes it upon the black board.

The pupils then find river bed on the molding board and represent the same in sand.

## THE SHEPHERD.

## Duties.

The shepherd watches the sheep.

The shepherd leads the sheep into fresh pastures.

The shepherd feeds the sheep.

The shepherd gathers the sheep into the fold.

The shepherd looks for the lost sheep.

The shepherd carries the little lambs in his arms.

The shepherd protects the sheep from wolves, dogs, bears and foxes.

## Qualities.

The shepherd is watchful.

The shepherd is wise.

The shepherd is kind and careful.

The shepherd is patient and strong.

The shepherd is brave.

MARY F. MORE.

## A HOUSE.

Materials.—Stone, mortar, bricks, wood, iron, and stone.

Parts.—Foundation, walls, windows, chimneys and shutters.

## USE OF PARTS.

Foundation.—To make the house stand firmly, and to keep the cold and rain from getting under the walls.

Windows.—To let in light, air, and sunshine; and to keep out wind and rain.

Chimneys.—To carry off soot and smoke.

Shutters.—To keep out sun, wind, noise and robbers.

## LEATHER.

## QUALITIES.

Leather is tough, brown, water-proof, fibrous, absorbent, porous, odorous, and flexible.

## USES.

Leather is used for making boots, shoes, harnesses, for covering tables, trunks, etc.

Adaptation of qualities to uses.—Leather is used for making boots and shoes, because it is tough and water-proof (when oiled.)

Adaptation of one quality to another.—Leather is tough because it is fibrous. Leather is absorbent because it is porous.



## THINGS OF TO-DAY.

Congress has adjourned, after being in session 321 days—the longest on record. [What is the usual length of a congressional session, and how differing on alternate years? What great question of the day has been argued during the past term? For how long are congressmen and senators elected?]

During the current year there has been considerable diplomatic difficulty with the Sultan of Morocco. [Where is Morocco? What is its climate and condition of soil? What country were the Moors originally inhabitants of, and for what have they been noted?]

Premier Floquet says that France has outgrown her constitution, and the Chambers are trying to pass a revision act. [Was the constitution of France modeled in any way after that of this country? What revisions have there been of our own constitution?]

Ex-President Salomon, of Hayti, died recently in Paris. Locate Hayti, and tell why it is sometimes spoken of as a "veritable garden spot?" What are some of the fruits grown there, and what kinds of valuable lumber are produced? What has been the principal drawback to progress on this island?]

The Derringer-Cox ejectment suit, involving ten million dollars' worth of coal lands in Pennsylvania, has been settled after fifteen years litigation. This is an extreme example of the slowness of Supreme Court machinery, though the length of time that it takes to get a case through that court is proverbial. [Describe the Supreme Court, its members and methods. What vacancy in this department has recently been filled? What powers over congress has the department of justice?]

A landslide in Italy, during the past fortnight, crushed an excursion train on its way to Naples, killing about one hundred persons, and injuring as many more. [How does the railway system and accommodations of Italy compare with those of this country? Why do so many Americans and Europeans visit Naples, Venice, and other Italian cities? For what is each of these places noted?]

A donation of \$1,000,000 for the education of the colored race in the South, has recently been made by Daniel Hand, of Guilford, Conn. [What are the future possibilities of the colored race? How do these students compare in class-standing with white pupils?]

There has been trouble along the line of the Canadian Pacific railway, on account of an attempt by a branch road to cross its line. [How does the length of above road compare with that of other great railroads of the world? What is the nature of the country through which most of the road passes? For what other than commercial reasons was England anxious for its construction? What class of European travel does the Canadian Pacific take from the Suez canal route?]

The event of the recent wheat deal in Chicago calls to mind the indisputable facts that monopolists and monopolistic combinations are on the increase. [What are meant by monopolies and monopolists? How do they affect the poor, and how are they dangerous to a nation's peace? What sort of a remedy is anarchy? The ballot? In what countries is the amount of fortune a man can accrue limited by law?]

Floods have occurred in Mexico and Italy during the past few weeks, causing immense loss to life and property. [Tell what you know about floods. Name some of the rivers in this country which are liable to a yearly overflow.]

## FACT AND RUMOR.

The Chinese exclusion law which passed congress some time ago, has recently been sustained by a test case in California. It is said that in the Sandwich Islands there are more Chinese than native Hawaiians. [What is the population of China as compared with that of the United States? What arguments are there against immigration from China in opposition to the "land of the free" spirit of the Constitution? How does their cost of living compare with that of Americans?]

Although church property of the Mormons, at Salt Lake City, to the value of \$1,000,000, has recently been confiscated by the government, there seems to be no serious intention on their part to abandon Utah. [Was this a wise step forward on the part of the government?]

The Hydrographic Office of the Navy Department has sent men to the West Indians to make observations in regard to winds, currents, hurricanes, cyclones, etc., and their origin, for the benefit of navigators. The above office and the Weather Bureau are fast becoming of incalculable value to both land and water interests. [How long is it since especial interest has been taken in regard to these two departments, especially the Weather Bureau? Describe the duties of each. Compare the conveniences of navigation in the present day with the difficulties encountered in the 17th century.]

Catarrh is caused by scrofulous taint in the blood. Hood's Sarsaparilla purifies the blood. Try it.

## NEW YORK.

The teachers' institute, of the second commissioner district, Delaware county, will be held at Delhi, November 12-16. Prof. I. H. Stout will be the conductor, assisted by Prof. F. M. Smith, Prof. P. E. Turtletott, Miss M. A. Lathrop, Miss Gertrude Shelp, Miss M. Prentice, and Miss E. Knox.

## NEW JERSEY.

At the exercises on the presentation of monthly certificates to pupils of Washington St. Grammar School, Newark, N. J., held Nov. 9, Rev. Charles W. Parsons lectured on "Recent Explorations in Africa."

## DAKOTA.

Minnehaha county has 4,035 children of school age. It employs 184 teachers, and the average monthly salary paid is \$36.51 for the male, and \$33.90 for the female instructors. The total cost of the schools last year was \$51,530.37, of which \$30,640.60 was paid for salaries.

## FORTY-FOURTH ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

PROVIDENCE, NOV. 1-3.

(A partial report. Abstracts of all the papers have not been received.)

**NEED A TEACHER BE PROSY?** Supt. H. S. Tarbell, Providence.—Among the causes which operate to make a teacher dull in style and commonplace in thought, are ill-health, wearied nerves, monotonous, uninteresting labors, with unvarying processes in routine, minute and circumspect, and the constant dealing with the younger mind. To minimize these effects, the teacher must look well to himself. He should take the deepest interest in his work. He should exercise a careful watch over his own health, and the inclinations of his own mind.

**"Home Made Apparatus With Special Reference to Physiology and Physics in the Lower Grades,"** by Prof. J. L. Woodhull, of the College for Training of Teachers, New York City.—When the student makes the machine, and the apparatus himself, he takes a lively interest in it, and understands it better, because he makes it himself. All schools might possess the home-made apparatus, because of the light expense. It is applicable to the lower grades because of its simplicity.

**SIGHT READING,** Miss Mary I. Lovejoy, Chelsea, Mass.—After dividing up a class of pupils into divisions, one system is to draw forth from a box, perhaps the image of a horse, and ask what it is. Answers must be insisted upon in full sentences, and from one question to another the whole subject is covered quite carefully.

**THE CULTURE OF FEELINGS.**—The capacity for feeling is of equal rank with those of knowing and willing. Great pains are taken to train the intellect, while little effort is made to train the sensibility, which has as great a right to an education as the mind. The pupil's heart should be expanded under the teacher's direction, and the power of feeling is reached only through the intellect.

**"WHAT MODIFICATIONS IN COMMON SCHOOL COURSE ARE DEMANDED BY THE TIMES?"** Wm. T. Harris, LL.D., Concord, Mass.—The studies of most importance are those which help us most to the inter-communication of ideas. So, of the first importance are reading and writing, languages and their structure—these make possible the subsequent steps in education. Knowledge of nature, organic, and inorganic, explains the relation of men and things. History shows man's relative position in time and space in the world, and all his possibilities. Arithmetic shows the relation of nature to time and space—quantity. All matter and all motion to be controlled must be measured. Philosophy and chemistry give the laws; botany and zoology, further explain organic nature. Geography opens the window of the soul to the world and its wonders. History shows the relations and potentialities of men. Grammar is the introduction to psychology: it learns us to think, define logically, to work out problems. Literature opens the window of feeling and emotion, and causes us to act and use our will power intelligently; it reveals the human heart, and is superior to all others for giving clear consciousness and inspiration, and enlightenment. Industrial training, manual training, come in their places as accessions after the essentials mentioned. Moral education should be primarily will-training.

The Industrial Exhibit, in connection with the meeting, included all sorts of fancy work, wood work, mechanical devices, articles of trade, mechanical drawing, wood-carving, cookery, maps, manikins, illustrated compositions, and many ingenious devices, made by pupils.

## THIRTY-NINTH ANNUAL MEETING OF THE VERMONT STATE TEACHERS' ASSOCIATION.

NEWPORT, OCT. 19 AND 20.

Educational Program.

**METHODS OF PROMOTION.** Prin. L. B. Folsom, Rutland.—The question of promotion involves the interests of the parent, the pupil, the board of education, and the teacher. The standard should not be high enough to discourage the duller pupils, nor too low to encourage laziness. Incentives to study are necessary. In no case should an examination be a crisis in the pupil's course. Final examinations are objectionable. Good faithful work during the year deserves recognition by promotion.

**PRIMARY WORK.** Prin. Edward Conant, Normal School, Randolph.—The problem of the primary school is how to lead the spirit to a right control of the whole man. The school involves moral relations between pupil and teacher, between pupil and pupil. The teacher, as the director of action in these relations, is a teacher of morals.

**THE APPLICATION OF KINDERGARTEN PRINCIPLES TO THE PRIMARY SCHOOLS.** Miss Anna M. Bishop, Brandon.—Many agree in thinking it difficult to make reading an interesting exercise. It seems to lend life and expression to the voice if the child understands and enjoys what he is reading. We have adopted the following plan: Before recitation, the lesson is discussed and the story told in his own words by some member of the class. Then we take books and select the name, action, connecting and describing words in each paragraph, and, as we proceed, talk of the punctuation marks and their use.

**METHODS IN HISTORY.** Miss Belle F. Small, St. Johnsbury.—The subject was presented under four heads: "Fact teaching," "The connected story of history," "Its study by subjects," "The philosophy of history." The objects to be attained in history teaching are: To fix forever the important facts of history, to lead the pupil to enjoy history, and to create an appetite for further wholesome historical reading, to inspire patriotism, to get from the subject a moral as well as mental culture, and incidentally to cultivate memory, reflection, judgment, and language.

**THE MENTAL AND MORAL DISCIPLINE OF CHILDREN.** Miss Ethel L. Seaver, Woodstock.—The influence upon children of habitual politeness toward them is not sufficiently appreciated. They love to grant pleasantly-worded requests, and our thanks for the little things they are constantly giving or doing for us, teach them some elements of good manners far better than more formal lessons could do.

**SCHOOLS AND CITIZENS.** Mr. Geo. A. Brown, Ellsworth Falls.—

Not what are the schools eating, but what are they digesting, is the crucial question. The subject of civics awakens thought. Boys take as readily to the subject of government, rightly presented, as they do to base ball. Questions of public policy they can settle to their own satisfaction better at the age of fifteen than the age of fifty. Too much ought not to be undertaken. We are not to make lawyers, but to lay foundations for intelligent citizenship.

In the discussion, Prin. W. E. Sargent, Newport, said: "Begin the instruction in the primary school. The energy that the children possess needs to be turned in the right direction. Where can be taught such courtesy, approval of duty and truth, as in the primary school? A town and state history should be in every school. In the grammar school teach the leading facts of national history, civil government, state and national. Don't deal too much with the colonial times. In economics—What is trade? commerce? If civics is not taught in these schools, it never will be taught, for many do not go any higher. How is all this to be done? Incidentally; a little by general exercises, a little from the readers, and more from anniversaries as they come round, and most of all from the loving heart and lips of the teacher herself. There is no suitable text-book."

**MATHEMATICS.** Prof. T. W. D. Worthen, Dartmouth College.—He considered mathematics the worst taught subject in school, academy, and college, and also upheld it as all-essential in practice and theory of all kinds and description. This was followed by a paper read by Miss Ella L. Ferrin, Randolph, of which no abstract has been received.

**COUNTRY SCHOOLS.** Pres. Ezra Brainerd, of the S. T. A.—Village schools have been improving for twenty-five years past at the expense of district schools. The town system is in great disfavor. Farmers like independence, and the country schools are jealous of the graded schools. To be fair, the town system must be applied to large as well as to little towns, and to graded as well as to country schools.

Mrs. Anna S. May, superintendent schools in St. Johnsbury, also spoke on the subject, making an earnest plea for the better care and support of the smaller schools in sparsely settled portions of the towns.

## A MEMORIAL SERVICE.

A Tribute to the Memory of Miss LYDIA F. WADLEIGH, late Superintendent of the Normal College.

A short time ago, when every child in this country was grieving over the loss of the children's story teller—Miss Louise M. Alcott, a brief, but beautiful service, was held in her memory by the children of the training department. On Friday, November 2, they paid a similar tribute of respect to the memory of Miss Lydia F. Wadleigh, whose death occurred October 26, 1888. The exercises were marked by their simplicity and impressiveness.

The 90th Psalm, and the Lord's Prayer were repeated by the school, after which Rev. Dr. Alexander read a portion of the Scriptures, offered prayer and made an address. Recitations, "He Giveth His Beloved Sleep," "Tom Brown at the Master's Tomb," and "Incompleteness," also quotations were given by the children, and the singing included "Go to thy Rest in Peace," "Art Thou Weary," and the "Psalm of Life." Brief addresses were made by President Hunter, Hon. DeWitt Seligman, Mrs. Agnew and Miss Grace Dodge.

Speaking of Miss Wadleigh's far-reaching influence, Dr. Alexander said "I have been searching for its cause, and I find my answer in Miss Wadleigh's own words, 'I have tried to set before myself and before all with whom I came in contact the life of high principle,' and again, 'It was not my sphere to teach religion, yet I have always endeavored to teach my girls that they were living for eternity.'"

Mrs. Agnew and Miss Dodge also gave their meed of praise to this, their lost friend. "She was born," said Mrs. Agnew, "in a New England home, a great place to be born,—and in a Christian family, a still greater place to be born. It will be hard to fill her place. It cannot be filled. Some one must grow up to it."

Miss Dodge told of the wise and practical advice which never failed her, when she sought it, from Miss Wadleigh; of the sound, clear, common sense, which had been of such aid to her in her work among the girls of the city.

After brief addresses from the president and Mr. Seligman, a number of children sang "One Sweetly Solemn Thought." Services in memory of Miss Wadleigh were also held by the Normal College Alumnae on Saturday, Nov. 2, at the college.

Training Department Normal College. ELIZABETH JARRITT.

## THE BROOKLYN TEACHERS' ASSOCIATION.

The recent annual report of the teachers' association has been published. The membership has increased more than one hundred. One hundred and fifty-seven lectures and lessons have been given on botany, zoology, physics, English literature, psychology, the principles of education, primary methods, physical training, German and French. Nearly four hundred attended the lectures, many of which were delivered by the teachers of Brooklyn. Two entertainments were given, one on April 5, and another on May 2. The annual excursion occurred on June 9, and more than 1,500 spent the day at Osewana Island. The officers are: president, Mr. Edward Bush; vice-president, Miss M. H. Blanding; second vice-president, Dr. J. Mickleborough; recording secretary, Miss E. E. Kenyon; corresponding secretary, Miss S. H. Wilkins; treasurer, Mr. J. H. Walsh. There are committees on grade studies, and meetings, excursions, lectures, and entertainments, New York State Teachers' Association, on printing and auditing. Delegates attended the State Teachers' Association, and invited that body to hold its next annual meeting in Brooklyn. The invitation was unanimously accepted. Members are allowed the privileges of the Brooklyn library at three dollars per annum, instead of the regular fee, five dollars.

A class in physical training was opened on Wednesday, Oct. 24, in the gymnasium of the Adelphi Academy, and also a class on grade work was commenced Saturday morning Oct. 27. Prof. Austin C. Appar will address the teachers of the primary grades one to six, and 7th and 8th grammar, on observant lessons in zoology. The language classes will be held in the usual places, and continue through November.



## IN MEMORIAM.

CLARA FRENCH.

Died October 6, 1888, Aged 25 Years.

Miss Clara French was the daughter of Hon. John H. French, LL.D., the well-known author and member of the Institute Faculty of New York state. She received fine preparatory training, and entered Smith College, graduating in 1884, after a brilliant and promising career as a student. Not content with the culture thus obtained, she spent a year in the study of English literature at Oxford, England, and in European travel. The excellence of her work at the university was shown by fine testimonials from her instructors.

Upon the opening of the normal school at New Paltz, February, 1886, Miss French accepted a temporary appointment as teacher. It was necessary to assign her work for which she considered herself least fitted. She had no experience save that derived from an incomplete course of practice work in a normal school of which her father had had charge. But it soon became evident that she was mistress of the situation. When the permanent faculty was chosen, and she could assume the work for which her studies had specially fitted her, no doubt existed as to her fitness for the place. In her relations to the teachers and to myself, she was pre-eminently loyal and true, always enthusiastic and helpful.

After a year and a-half at New Paltz, she entered the graduate department of Cornell University, and placed herself under the special instruction of Professor Corson. Her course here was not less brilliant than it had been, and having won the Shakespeare prize, and, by her writings and in other ways, proved herself singularly gifted, she received the degree of A.M. at the last commencement. An appointment as lecturer on English literature at Wellesley College followed, and had just entered upon her new duties, when she became ill with typhoid fever, and died in a few days, in Boston. Rev. Phillips Brooks, of Trinity church, conducted the funeral services, and she was buried at Syracuse, New York.

As a teacher, she was an inspiration to her pupils, and her scholarly habits, her womanly dignity, her unflinching kindness, her seemingly inexhaustible energy, and the true nobility of her nature, will strongly influence the lives of all whom she taught. Her pupils and former associates at New Paltz, and the faculty of Wellesley have expressed their sense of loss by resolutions.

In addition to many short articles, she had, with her classmate Miss Scudder, of Boston, edited a collection of the poems of George MacDonald, and her future was full of literary promise. The sympathy that is felt for the parents upon whom this crushing blow has fallen is all the more sincere because those from whom it comes are also mourners.

EUGENE BOUTON.

Sherburne, N. Y., Oct. 27, 1888.

## NEW YORK CITY.

The budget of the board of education calls for \$4,106,150. Among the several items are: Teachers' salaries, \$2,895,000; janitors' salaries, \$140,000; evening-school teachers, \$120,000; clerks and employees, \$4,000; nautical school, \$27,800; supplies, \$180,000; fuel, \$108,000; gas, \$22,000; rental of school buildings, \$55,000; manual training, \$25,000; repairs, furniture, and sanitary work, \$200,000; corporate schools, \$102,000; free lectures for workmen, \$10,000.

At the last meeting of the board of education, Commissioner William Wood, the oldest member of the board, presented his resignation. Mr. Wood has been connected with the schools of the city through the board of education for more than twenty years. He was one of the organizers of the normal college, and of the evening high schools of the city, and is probably one of the best informed members of the board in all details of school matters. His term does not expire until January, but he says that he retires at the request of his family, who think he has already held the office too long for one of his years. Mr. Wood is now in his eighty-second year, but his figure is as erect and his health as good as that of many men of sixty.

Mayor Hewitt has been informed of Mr. Wood's intended resignation, and General Edgar Ketchum will probably be appointed to succeed him. There are also rumors that Jacob D. Vermilye, who is the next oldest member of the board, President J. Edward Simmons, and William Lummis will also retire from the board this fall. Seven appointments are to be made by Mayor Hewitt next month in the place of those whose terms expire.

Professor Albert S. Bickmore gave the eighty-fourth lecture of his course to public school teachers, at the Museum of Natural History last Saturday. The lecture was on "The Moon and the Tides," and closed the introductory series of lectures on astronomy. Some of his illustrations on the screen were taken from the latest and best photographs which have been made of the moon's surface. They showed the volcanic craters, and presented comparisons of them with those of Vesuvius. In the course of the account of the influence of the moon on the tides, the lecturer presented pictures of those places on the ocean coast, where the tides rise to their greatest height.

A call was issued October 29, saying that the educational interests of those engaged in manual training, art work, vocal music, and of the kindergarten, would be promoted by gathering and discussing the underlying principles, and inviting to a meeting November 3. This was signed by Dr. Butler, Supt. McAlister, Dr. Leipziger, and Miss Locke. A meeting was held at 9 University Place, and about 100 persons were present. An explanation of the objects was made by Dr. Butler. Supt. Calkins was called to the chair. Addresses were made by H. M. Leipziger, and by Miss Josephine C. Locke, on the need of united effort; by Supt. Powell, on the changed sentiments in the country, demanding manual training; by Supt. Barringer, on the need of investigating the true idea of education; by Sarah H. Stewart, the need of inflicting needed knowledge; by Mrs. Hicks, on the need of a common ground for art teachers, kindergartners, and manual trainers; by Mr. Kellogg, on the need of gathering and disseminating knowledge in reports, etc., and by Supt. Dutton, on the need of a thorough comprehension of the field. The following committee was then appointed: N. A. Calkins, H. P. O'Neil, W. S. Perry, J. R. Spalding, H. M. Leipziger, Miss Stewart and Miss

Havens. The committee was empowered to increase its numbers to fifteen, to call another meeting.

Mr. Benjamin B. Merrill, an ex-member of the Board of Education, died at his home in this city, Oct. 31. He was chairman of the committee that abolished corporal punishment in the public schools, and in many other ways promoted educational reform. One of his daughters, Miss Jenny B. Merrill, has been a teacher in the normal college for several years.

A meeting of the Board of Education was held Nov. 7.

## LETTERS.

190. I HAVE BEEN ASKED THE QUESTION, "WHAT GOOD ARE DR. ALLEN'S LECTURES?"—I have replied that they are not lectures, but are something far better—talks. And it seems to me the best teaching is of the kind that talks. Thus by familiar conversation, truth is brought plainly before the slow thinkers. When we think of Socrates, we think of the Socratic method. Questions come from the master; answers from the pupils. No attempt to put a new element into the mind, but an analysis prompted, or a rearrangement of elements. Try to think of Pestalozzi lecturing. The combination is as unthinkable as a square sphere. Lectures teach; they don't educate. Dr. Allen illustrates this discussing Plato. "Mass education is impossible; we must educate the individual. My mind must meet yours, and yours must meet mine." Thus lectures address masses; talks the individual. In his conversation with his class on Plato, Dr. Allen gave nothing but the bare rib-work of Plato's doctrines. But as for the rest of the hour, it was spent in questioning, cross-questions, vivid flashings of mental sparks, outpourings of the spirit to the spirit in a friendly clinch in the wrestle for truth, where there is no downfall, only uprisings. There was Dr. Allen's terse dogmatism coupled with his charming "Excuse me for being dogmatic, will you?" There was that highest self-respect which leads a teacher to respect his pupils and their mental independence. Are not the following golden words? "If I hold my opinions tenaciously, it is because I hold them reasonably; if you hold your opinions tenaciously, it is because you hold them reasonably, if you are a reasonable man." Thus the hour is spent; sowing seed, letting in gleams of light, setting minds to thinking new thoughts, or old thoughts that had long lain dormant, startled into new life; it was a quickening of dry bones. Teachers' Institutes are comparative failures, because they depend on the lecture. Teachers' Associations are often failures, because they, too, depend on lecturing. Many teachers are dismal failures because they lecture. They do exactly what the master-minds to whom they profess nominal allegiance spent their lives in fighting against. They do what Socrates, and Pestalozzi, and Horace Mann fought against, and still fight against, for the great living dead never die. They convert themselves into automatic text-books, and having thus committed mental suicide, attempt the murder of the innocents. Teaching will never be a profession, honored, respected, dignified, till the recitation-hearer is swept off the face of the earth. Dr. Allen is an excellent broom.

"But does he give the teachers any definite methods? Does he settle anything?"

We ought to thank Heaven in our prayers whenever it sends us a man who unsettles our minds. Socrates, and Bacon, and Rousseau, and Froebel, and Pestalozzi, and Horace Mann, were unsettlers of men's minds.

Dr. Allen's favorite way of closing a controversy, which has apparently touched upon all points, seems to be: "That point remains unsettled for the present. There are a great many questions which we can not hope to settle. I think it quite as well that some points should remain unsettled. Don't you think so?" WM. J. ECKOFF.

Teacher of Pedagogics, the City High School, Jersey City.

191. ANOTHER CASE OF DISCIPLINE.—Miss Tact discovered that one of her pupils, Annie Hampton, age nine, had been deceiving her for a long time; that lying seemed almost a confirmed habit. Annie did not suspect that her teacher disbelieved her statements. One morning when the teacher knew that Annie had told her a direct lie, she opened her school as usual. The children had been told to repeat the Lord's Prayer, and, at the close, to keep their heads bowed. After the prayer, Miss Tact, in solemn tones, said: "Children, one of my pupils has sinned by telling a falsehood. Before you raise your heads I want you all to ask the Lord to forgive the little girl who did so wrongly." An impressive silence followed. When the children raised their heads they looked at each other with serious faces. The culprit had more than she could bear, and with tears she ran up to Miss Tact, confessed her sin, and promised to be truthful in the future.

Portsmouth, N. H.

SUPT. C. H. MORSE.

192. SCHOOL LIBRARIES.—How can common schools obtain a library? This question was answered in my own village to some purpose. A public-spirited teacher circulated a paper and raised a little money with which she purchased a few books. Afterwards more were given and purchased until 99 had been received. Recently a gentleman who was born in the district gave 69 volumes, so now the library numbers 100 first class works. Any district

can begin; one volume is a beginning, and if you make the fact known you will be able to collect a respectable library at a comparatively small cost. Its benefit is incalculable, leading the pupils' minds upward to the enjoyment of all that is good in literature. Will you not try it teachers? You will immortalize yourselves in the districts where you make the attempt.

Perkinsville, Vt.

B. H. ALLBEE.

193. HISTORY.—Why is it necessary to teach history to children? How is history a beneficial study, aside from the information it gives?

A. R. R.

No study is beneficial alone for the information it gives. Geometry is not studied because we expect to apply afterward the knowledge thereby gained. Its chief value together with that of all other studies is in the mental discipline it affords, for all studies are but mental grist-stones. History exercises the memory and imagination. Moreover, no study in the common school branches affords such opportunities for moral culture and the teaching of patriotism. What boy has read of great battles without having his imagination stirred, and what boy has read of heroic deeds without being moved by the spirit of emulation. When teachers fully grasp the purpose of history, and the spirit of the true education, history will no longer be a dull book, but shall walk incarnate in every wise and just man.

JOS. J. BROWN.

194. THE FIRST DAY.—Give some suggestions to a young teacher as to what should be done during the first day of school.

N. G. B.

During the first day of school, a young teacher should specially avoid all worry and nervousness from a desire to get down to regular, systematic work right away. The more haste, the less speed is generally true of those teachers who are in too much of a hurry to have the work move along smoothly. The habit of speech-making, on such occasions is a bad one. Pupils lose respect for teachers who are ready to talk upon the slightest provocation. Therefore, as soon as the school is assembled and order restored, the teacher might take the names of the pupils, chatting pleasantly for a few minutes with each pupil as their names are taken, in order to win their good-will, get acquainted, and also get some knowledge of their degree of advancement. Then seats might be assigned for temporary occupancy, and pupils classed, examined roughly and assigned work.

JOS. J. BROWN.

195. ILLUSTRATIONS.—Give some suggestions as to the design and proper use of illustrations.

J. S.

The design of illustrations is to make clear what is not understood, to lead from the simple known to the more complex unknown. Duration of time, extent of space, all ideas which involve vastness can only be taught by illustrations. A child for a moment forgets the principle which should be applied in the solution of a problem. Its numbers are large, and these cause timidity and confusion. Confidence will be restored and the principle perceived if a similar question involving smaller quantities is presented. Illustrations are properly used when the truth, the fact, or the principle can be reached in no other way. It is better for a child to discover for himself, by illustrations, the principle which applies in the solution of a problem, than to be told.

JOS. J. BROWN.

196. RULES.—Is a list of rules necessary to the successful government of a school?

S. L. W.

No. In fact they are often a source of weakness, disorder, and embarrassment. A rule may be established and broken under such circumstances as excuse its violation. Its enforcement will retard rather than advance the ends of punishment while its non-enforcement will bring all law and rules into contempt. In such a contingency it were better to have no rule and punish the offense as the mitigating circumstances will justify, rather than have an arbitrary rule with an arbitrary punishment attached. Experience and observation teach us that much-governed countries are poorly governed, and that country and that school is best governed, which is least governed by laws and rules.

JOS. J. BROWN.

197. EXPLANATIONS IN ARITHMETIC.—Is it the wiser way to explain reasons for methods of operations in arithmetic to beginners, or to wait till they are advanced scholars?

G. W.

No. Understand thoroughly how to teach arithmetic to beginners. Master the subject and the means to be used, understand the child's mind, and then teach numbers or arithmetic, if you choose, and methods and results will take care of themselves.

JOHNSTON.

198. NOON RECESS.—What can I do with my pupils during the noon-recess when it is too stormy for them to leave the building?

W.

It is presumed that there is no cellar, or other place for them to play during stormy weather. Tell or read pupils suitable stories; sing with them; suggest quiet games; take great interest yourself in whatever exercises most please them. The recess time will soon pass, and with what pleasure and profit to all, those who have tried this can best tell.

JOHNSTON.

## 1000 Best Books for School Libraries.

What they are, what ones are suitable to different ages, also how classified, retail prices, discounts to teachers, etc., in a neat page catalogue. Free to teachers on application. Books in stock, E. L. KELLOGG & Co., 25 Clinton Place, New York.



## BOOK DEPARTMENT.

## NEW BOOKS.

**ON THE SENSES, INSTINCTS, AND INTELLIGENCE OF ANIMALS.** With Special Reference to Insects. By Sir John Lubbock, Bart., F.R.S., L.L.D. With Over One Hundred Illustrations. New York: D. Appleton & Co. 292 pp.

In this most interesting work, Dr. Lubbock dwells especially on the senses of insects, a department of the science, which this gifted author acknowledges to be no less vast than difficult, but research and the careful study of years have revealed a great field of beauty and wonder to this author, which perhaps few will ever see as he has. The student who has only skimmed over the top of the science, will be astonished to find out, through the pen of Dr. Lubbock, facts concerning the organs of those little insects which are passed by without a thought. He tells upon what principles their organs are constructed, finding them in unexpected places,—eyes on their backs, ears in their legs, and voices in their sides. The Dr. in a most delightful manner, describes the tastes, smell, hearing, sight, organs of sense, recognition, instincts and intelligences of a variety of insects, worms, and fishes. Some of the illustrations given, which represent the different organs or parts, are wonderful,—for instance, the auditory hairs or antennae of a gnat appears to be a mass of beautiful feathers. Dr. Lubbock has traveled through many languages to enable him to arrive at such important results as he demonstrates in this volume. It is a great thing to become personally acquainted with the various senses of an insect and then be able to impart that knowledge to others.

**BOTANY FOR ACADEMIES AND COLLEGES;** Consisting of Plant Development and Structure from Seaweed to Clematis. With Two Hundred and Fifty Illustrations; and a Manual of Plants. By Annie Chambers-Ketchum, A. M. Philadelphia: J. B. Lippincott Co. 300 pp. \$1.00.

The course of study in these lessons is based upon the inductive method of A. L. de Jussieu. Beginning with cryptogamia, which is really the alphabet of organic life, plant development is gradually unfolded, from the green stain on our door steps to the grand and stately magnolia. After the plant world is outlined, the study of separate parts is commenced—root, stem, leaf, flower, fruit, and tissues, with the forces which govern them. The body of the book is divided in two parts, Structural Botany, and Physiology. Under Structural, is found morphology, physiology, ptytomy, or plant anatomy, systematic botany and taxonomy, or classification. Under part second is found a manual of plants. The book is profusely illustrated, showing plant-life, from the cell to the full grown plant. There is much that is interesting in the seaweeds, moulds, and various fungi, and as a whole, the book is excellent as a higher study of plant life.

**WIT AND HUMOR; Their Use and Abuse.** By William Mathews, L.L.D. Chicago: S. C. Griggs & Company. 307 pp. \$1.50.

There is no doubt, that Americans need, perhaps more than any people, to cultivate a taste for humor and wit, not only because they overwork and become serious nervous, and anxious—but because they lack the spirit and faculty of ridicule. To bring the subject, then, before his countrymen, Dr. Mathews has written a volume on "Wit and Humor," which every business man and busy woman would be wise to read and profit by. The subject is attractive, and Dr. Mathews has treated it in a most charming style. It shows the scholarly writer on every page, it abounds in entertainment, is a perfect treasury of bright sayings, and without exception is the most valuable work of the kind. The author shows that the trifling of great men is sensible, entertaining, and wise. The book abounds in useful suggestions, epigrams, witty sayings, and brilliant selections.

**A COLLEGE ALGEBRA.** By G. A. Wentworth. Boston: Published by Ginn & Company. 494 pp. \$1.65.

As the name implies, this work is designed for colleges, and scientific schools. Its author is well known, none better, perhaps, in the mathematical world, and an algebra of high order is what might be expected to proceed from his experienced pen. In the first part of the book, Dr. Wentworth simply reviews the principles of Algebra preceding Quadratic Equations, with sufficient examples to illustrate and enforce these principles. By thus treating briefly, the first chapter, a great amount of space is left. The book is unusually large, containing nearly five hundred pages, so that ample room is left in which to treat of and discuss Quadratic Equations, The Binomial Theorem, Choice, Chance, Series, Determinants, and The General Properties of Equations. It has been the Doctor's aim, and effort to present in the clearest light possible, each subject that is discussed, as well as to give in matter and methods, the best training in algebraic analysis that is at present attainable. Thirty-two long chapters compose the body of this volume, with a full table of contents. The make-up of the book is all that can be desired in a good and substantial text-book.

**THE ADVANCE-GUARD OF WESTERN CIVILIZATION.** By James R. Gilmore. New York: D. Appleton & Company. 343 pp. \$1.50.

The author of this book, who is also the author of "The Rear-Guard of the Revolution," and "John Sevier as a Commonwealth Builder," has established himself in the hearts of his readers and they are well prepared to greet the present volume. In its preparation the writer has had the advantage of seeing and talking personally with the descendants of the men he portrays, as well as having had the opportunity of consulting as far as he knows, all that has been written upon the subject. In this, as in the two preceding volumes, it has been Mr. Gilmore's aim to rescue from oblivion some of our earliest and greatest heroes, and give them the place in their country's honor they so richly deserve. The titles of the chapters are vivid, rousing a lively interest at once, but the reader is soon lost to all, except the page over which he is pouring. There is not space sufficient in a notice of this kind to more than glance at the book, and give an idea of what may follow such subjects as the following: On the Outposts—A Rain of Fire—The Day Dawning—A Raid Upon the Creeks—Dark Days Upon the Cumberland—The Spanish Complication—The Treason of Wilkinson—A Deceitful Peace—A Storm on the Cumberland—Captivity Among the Chickamaugas—Spanish Machinations—The

**Chickamauga Expedition—Pomringo.** The last chapter gives, among other things, the efforts of Genet, the French minister, to arouse the West to drive the Spaniards from Louisiana. James Robertson, a hero, in every sense is given the place of honor in this history, and whose portrait is found at the opening of the book.

**BITS OF DISTANT LAND AND SEA.** Edited and Illustrated by Susie Barstow Skelding. With Fac-similes of Water-color Drawings by Harry Fenn and Susie Barstow Skelding. New York: Fredrick A. Stokes & Brother. 111 pp.

As Christmas, and the happy time for special gifts approaches, beautiful books, elegant in designs and make-up, are sent out by the various publishers, each seeming to vie with the other in producing the most attractive and costly book. "Bits of Distant Land and Sea" is one of the elegant gift-books. The well known firm that sends it forth, has spared no pains to make it all that is pleasing and desirable. The illustrations, of which there are eight, are fac-similes of water-color drawings, from nature. They are exceedingly clear and bright, and furnish a series of distant views:—The Sea of Galilee from Tiberias, Morning, Venice, Church of the Nativity, Bethlehem, Alexandria, The Mount of Olives from Jerusalem, The Bay of Naples and Vesuvius, Jerusalem from Mount Scopus, and On the Coast of Holland. These bits of scenery are charming in themselves, but in this volume they are accompanied by choice and significant selections of poetry, which are an added charm. Some of the most celebrated of the older poets with several of the well-loved more recent ones, are represented in their short but sweet poems. The book is charming in every respect;—dainty in binding and excellent in paper and type.

**THE ORIGIN OF FLORAL STRUCTURES.** Through Insects and Other Agencies. By Rev. George Henslow, M. A., F.L.S., F.G.S. With Eighty-eight Illustrations. New York: D. Appleton & Co. 349 pp. \$1.75.

One of the most interesting departments of botanical science is the origin of floral structures. It is of so deep a nature that the majority of students pass by it with little investigation. Some however, have made the subject a special study, and to those we look for the all-important information. It is the belief of the author of this volume, that environment furnishes the influence which persuades plants to vary. The preface is a very important part of the book, for it gives in brief outline, the steps which have been taken in investigating the subject, from the time of Geoffrey Saint-Hilaire, in 1785 to the present day. A short notice of a book which contains so much that is the result of deep and continuous study, as this one, is of little real value. Columns could be used in drawing attention to, and giving a well-deserved description of even the main points brought forward. Professor Henslow has had his attention turned to floral structures for many years, especially in relation to the visits of insects, and this, the result of his investigation is an elaborate treatise upon the subject. The thirty-three chapters and eighty-eight illustrations combine to make this a most valuable work.

**A NEW ETYMOLOGICAL DICTIONARY OF THE ENGLISH LANGUAGE.** Prepared Upon the Basis of the Latest Edition of the Unabridged Dictionary of Joseph E. Worcester, L.L.D. Illustrated. Philadelphia: J. B. Lippincott Co. 688 pp. \$1.50.

In the preparation of this "Etymological Dictionary," great care has been used to render it as complete as possible, both in the extent of its vocabulary, and in the fullness and accuracy of its definitions. It is designed especially for the use of higher schools, but will also do good service as a family dictionary. Its size and weight makes it convenient for children and young people to handle, and everything outside an "unabridged" which is at all times voluminous, can be found in this dictionary. Among other good and useful things, are found synonyms and copious tables giving the pronunciation of ancient and modern bibliographical and geographical names, scripture proper names, Christian names, mythological personages, abbreviations, phrases and quotations from foreign languages, weights, measures, and coins. There is perhaps, no other dictionary of its size, now published, that contains so much useful matter in a condensed form, or approaches it in fullness and completeness. With regard to pronunciation, nothing need be said, as in all Dr. Worcester's dictionaries, pronunciation has been made a special object, and has received particular attention. The book is well bound in cloth with leather back; it has marble edges, good paper and clear, though small type.

## Johnson's Lives of the Poets.

**MILTON.** Edited, with Notes. By C. H. Firth, M. A. Oxford: At the Clarendon Press. 144 pp. 40 cents.

The life of Milton has been written many times in as many different forms, and with such minuteness, that an other volume upon the subject might seem uncalled for,—and yet there is not only room but a call for this particular publication. It is one of the Clarendon Press Series, of Johnson's Lives of the Poets, and being uniform in size and appearance with other volumes of the same kind, not only makes "Milton," but other poets as well, necessary to each other to complete the series. This volume, being small, must of necessity be condensed, but the "Life," as given, is exceedingly interesting, and contains extended Notes which add much to the value of the book. It is neatly bound in boards, and has good paper and clear type.

**ASTRONOMY NOTE BOOK.** For High Schools, Academies and Colleges. By Marion L. Bernicke, M. D. New York: A. Lovell & Co. 77 pp.

An experience gained by many years of teaching, has convinced Dr. Bernicke that the mind of the average high school and college student, in studying astronomy, is too often bewildered by long descriptions and explanations. From these it is a hard task to formulate those concise statements which the mind of the student can grasp and easily retain. To simplify the matter, the author has provided this Astronomy Note-book, with a condensed statement of the chief facts of Descriptive Astronomy. A list of diagrams to be drawn opposite the various pages, will suggest one method of using this book, which has been found, by practice, to be very profitable. As an aid to the drawing, and representing one of the book's most useful features, every other page is found to be blank, while at the close of the book a series of blank leaves is found which will be convenient for notes or memoranda. The book is neatly bound in flexible paper covers with cloth back.

**WHEN AGE GROWS YOUNG.** A Romance. By Hyland C. Kirk. New York: Charles T. Dillingham, 718 Broadway. 281 pp. 50 cents.

"When Age Grows Young," is a highly interesting romance, original and unusual, in its general character. In Daniel Ritter and the circle that ultimately forms around him at Bridgeburg, is illustrated perhaps, in an extreme, but certainly in a very striking form, that daring spirit of aspiration which characterizes the civilization of modern times, and forms so large a part of its motive force. Anyone who feels much interest in the advancement of mankind, must find himself largely in sympathy with these sanguine enthusiasts from whose lexicon the word *impossible*, was manfully omitted, and though their principal guest will be regarded as visionary, no one will use that word in an invidious sense, while remembering how often in our times the "visions" of bold inventive minds, have taken their places among the familiar realities of life. But, apart from the theory of which its hero is made the eloquent exponent, the book has sufficient interest in its lively succession of incidents, and in the pleasant surprises of its plot to make it more than ordinarily interesting, and secure for it many readers in addition to those who will be interested in its philosophy.

## REPORTS.

**REPORT OF PUBLIC SCHOOLS OF ST. JOSEPH COUNTY, INDIANA.** 1888. Hon. Calvin Moore, Superintendent.

The special features are teachers' examination requirements, and an educational premium list for the fair of the Northern Indiana and Southern Michigan Agricultural Society to be held September, 1889.

**COURSE OF STUDY OF THE PUBLIC SCHOOLS OF ADAMS, MASS.** 1888. Hon. W. P. Beckwith, Superintendent.

The first year covers the subjects of reading, spelling, writing, number, language, drawings, morals and manners, physical exercises, oral lessons, human body, and music. The studies are in the main continued in the following years, geography and declamations being introduced in the fourth grade and history in the ninth. The high school course extends over four years. A list of the principal text-books used, and regulations concerning the free library and school programmes, and a scale of credits in examinations complete the book.

**THE PHYSICAL SIDE OF EDUCATION.** by Hon. W. E. Andersen, Superintendent of Schools, Milwaukee, Wis. Reprint from the State Board of Health report for 1887.

This paper, based upon sound scientific principles, is not only a protest against the prevalent evils hurtful to the physical nature of pupils, lack of systematic exercise and gymnastics, high seats, and bad ventilation, but devotes much space to giving some "active and positive means of physical education." The suggestions are extremely practical and complete.

**ANNUAL REPORT OF PUBLIC SCHOOLS OSKALOOSA, IOWA.** 1888. Hon. Orion C. Scott, Superintendent.

The number of teachers employed was 23; the average attendance for each month was 1,003.35. The gain in attendance is gratifying to all. The growth of the city will speedily necessitate the building of a new high school. The training school receives special mention in the report, and the superintendent closes by commending half-day sessions for primary grades.

## BOOKS RECEIVED.

**Young Folks' Recitations.** Number 2. Compiled by E. C. and L. J. Hook. Philadelphia: National School of Elocution and Oratory. Boards, 25 cents; paper, 15 cents.

**Humorous Dialogues and Dramas.** Compiled by Chas. C. Shoemaker. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

**Classic Dialogues and Dramas.** Compiled by Mrs. J. W. Shoemaker. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

**Holiday Entertainments.** Edited by C. C. Shoemaker. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

**The Elocutionist's Annual.** No. 16. Compiled by Mrs. J. W. Shoemaker. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

**Little People's Dialogues.** For children of ten years. By Clara J. Denton. Philadelphia: National School of Elocution and Oratory. Boards, 40 cents; paper, 25 cents.

**Sunday-school and Church Entertainments.** Selected from original articles contributed by a corps of able and experienced writers. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

**Chamber's Encyclopedia.** A dictionary of universal knowledge. New edition. Vol. II. Philadelphia: J. B. Lippincott Co. Per vol., \$3.00.

## CATALOGUES AND PAMPHLETS RECEIVED.

**Catalogue of the State University at Iowa City, Iowa, 1888-'89.** Hon. Charles A. Schaeffer, President.

**Annual Catalogue of State Normal School, Oshkosh, Wisconsin, 1888.** Hon. George S. Albee, President.

**Annual Register of the State College of Kentucky, 1888.** Hon. James K. Patterson, President.

**Central State Normal School (eighth district), Lock Haven, Penn., 1888-'89.** James Eldon, A.M., Principal.

**Twenty-sixth Annual Circular of Allen Academy, Chicago, 1888.** Hon. Ira Wilder Allen, President.

**Annual Report of Cincinnati Normal School, 1887.** Carrie Newhall Lathrop, Principal.

**Houghton, Mifflin & Co:** A new edition of their Portrait Catalogue, containing full list of all books published by them, with forty-three portraits of authors.

**School of Elocution, Knoxville, Tenn., 1888.** Mrs. L. Crozier-French, Instructress.

**J. B. Lippincott Company's Bulletin of New Publications.**

**Industrial Educational Association, 9 University place, New York city.** Educational Leaflet, No. 18: The Argument Against Manual Training. No. 30: Education applied to Agriculture. No. 31: Universal Song.

**French Conversations, Idiomatic Expressions and Proverbs,** by Francois Berger.

**Prospectus: The Natural Method of Memorizing and Memory Training,** in eight lessons, by Hon. Wilbert W. White.

## News from the Levant.

From the far east comes the cheering intelligence of the beneficial effects of that wonderful revitalizing agent, the Compound Oxygen, manufactured by Drs. STARKER & PALEN, No. 1529 Arch Street, Philadelphia, Pa.; or 331 Montgomery St., San Francisco, Cal.

"Will you be so kind as to send to my address two bottles of the Compound Oxygen? I think that I am benefited by the Compound Oxygen." Mrs. Farnsworth, of Cesarea, Ancient Cappadocia, and Mrs. Riggs of Antioch, near Aleppo, are also sure that they have been benefited. Please send as soon as possible. J. G. BLISS.

"Levant Agency, Bible House, Constantinople, Feb. 8, 1887." For further information direct as above for their interesting brochure, which will be sent free by mail.







## Hood's Sarsaparilla

This successful medicine is a carefully-prepared extract of the best remedies of the vegetable kingdom known to medical science as Alteratives, Blood Purifiers, Diuretics, and Tonics, such as Sarsaparilla, Yellow Dock, Stillingia, Dandelion, Juniper Berries, Mandrake, Wild Cherry Bark and other selected roots, barks and herbs. A medicine, like anything else, can be fairly judged only by its results. We point with satisfaction to the glorious record Hood's Sarsaparilla has entered for itself upon the hearts of thousands of people who have personally or indirectly been relieved of terrible suffering which all other remedies failed to reach. Sold by all druggists. \$1: six for \$5. Made only by C. I. HOOD & CO., Apothecaries, Lowell, Mass.

100 Doses One Dollar

## WHY YOU SHOULD USE

# Scott's Emulsion

or Cod Liver Oil with  
HYPOPHOSPHITES.

It is used and endorsed by Physicians because it is the best.

It is Palatable as Milk.

It is three times as efficacious as plain Cod Liver Oil.

It is far superior to all other so-called Emulsions.

It is a perfect Emulsion, does not separate or change.

It is wonderful as a flesh producer.

It is the best remedy for Consumption, Scrofula, Bronchitis, Wasting Diseases, Chronic Coughs and Colds.

Sold by all Druggists.

SCOTT & BOWNE, Chemists, N. Y.



**DR. WARNER'S**  
**CAMEL HAIR**  
**HEALTH UNDERWEAR**  
FOR MEN WOMEN AND CHILDREN.

Unequalled for Health, Comfort and Durability.

SOLD BY LEADING MERCHANTS.

WARNER BROS.,

359 BROADWAY, NEW YORK.

## Peoples Line Steamers

ON THE HUDSON RIVER.

DREW, E. RICHMOND,

CAPT. S. J. ROE. CAPT. THOMAS POST.

Leave NEW YORK for ALBANY every week-day at 6 P. M., from Pier 41, North River, foot of Canal St. Connecting at Albany next morning, except Sundays, with trains for the North, East, and West.

Leave ALBANY for NEW YORK every week-day at 8 P. M., or on arrival of trains from the North, East, and West.

Tickets on sale throughout the North, South, East and West, at principal Railroad and Steamboat Offices. Saratoga office, 309 Broadway. J. H. ALLAIRE, General Ticket Agent, pier 41, N. R., foot Canal St., N. Y.; M. B. WATERS, Gen'l Pass. Agent, Albany, N. Y.

READERS will confer a favor by mentioning SCHOOL JOURNAL when communicating with advertisers.

## THE PUBLISHERS' DESK.

Just about now some of us are thinking how beautifully the Government works and some of us are rubbing our eyes and wondering if there isn't a screw loose somewhere. It will be a good plan for both sides to read "Our Republic," a treatise on civil government for high schools and academies, by Prof. M. B. C. True, author of Civil Government of Nebraska, and Hon. John W. Dickinson, Secretary of Mass. Board of Education. It is accurate in statement and not technical in method of treatment. The historic introduction shows the Genesis of the Constitution. It also deals with interstate commerce, the civil service law, the states and their sub-divisions of governments and powers, and business affairs, matters about which all our young men ought to be informed. It is published by Messrs. Leach, Shewell, & Sanborn, of 1 Astor place, New York.

Protection to home talent is a part of the triumphant war-cry of the day. Thousands of ambitious young Americans are beginning to learn that they need not go abroad to perfect themselves in their studies. Because the New England conservatory gives thorough instruction under ablest masters in Music, Fine Arts, Elocution, Literature, Languages, Physical Culture, and Tuning. The tuition ranges from five dollars to twenty-five dollars per term. Board and room including steam heat and electric light is supplied at from five dollars to seven dollars and a half per week. For illustrated calendar giving full information, address E. Tourjee, director, Franklin Square, Boston.

Good positions for teachers often become vacant during the school year. Then the competition is not so great as during the vacation months. Every week during the year, there are calls for good teachers. Sometimes even with a large list, an agency does not have just the teacher who is at liberty to accept a desirable place. Of course the agency then loses it. The Union Teachers' Agency, of 16 Astor place, New York says: "Such experiences strike us so often, we think it will pay all good teachers to register in some good agency. Wise teachers improve opportunities. Send for circular."

"There is a pang that chills the trembling heart; there is a grip that bids the soul be still." It is when the dentist's pincers close over the aching tooth, and all the universe swims before the eyes. Well, you may avoid all this by a call at the dental rooms of Dr. W. J. Stewart, 312 West 23rd Street, if your teeth are needing attention. Here reliable work at moderate charges, and the most delicate and expert manipulation is the rule. Plastic filling for broken down and sensitive teeth, is a specialty. Dr. Stewart refers to A. M. Kellogg, Editor SCHOOL JOURNAL.

All progressive teachers will be interested in such a book as First Steps in Scientific Knowledge, by Paul Bert. It makes the teaching of elementary science possible in the common school. Their price list and descriptive catalogue will be free on application. It is published by J. B. Lippincott Company, of 715 Market Street, Philadelphia, who also publish school and college text-books, and are dealers in school stationery and supplies.

### Coughers to the Front.

"Take time by the forelock" ere that rasping hacky cough of yours carries you where so many consumptives have preceded you. Lose no time, but procure a bottle of the rational remedy for lung and bronchial disease—Scott's Emulsion of Cod Liver Oil with Hypophosphites of Lime and Soda. Rely upon it that it will afford you speedy and efficient aid. Not only is it a pulmonary of surpassing merit, but it compensates for the drain of vitality which is a most formidable accompaniment of lung disorders. Besides arresting the progress of consumption, bronchitis and asthma, it infuses unwonted vigor into an enfeebled system and tends to fill out the hollow places in an angular frame.

Ladies in delicate health will find it a palatable means of adding roundness to a figure robbed of its contour by the inroad of marasmus or other wasting disorders. A scrofulous tendency may be successfully combatted with it and it is a capital thing for feeble children.

## TEACHERS' AGENCIES.

### VACANCIES.

Many of the most desirable school positions become vacant during July and August. Probably not a desirable position in the United States becomes vacant which is not known almost immediately to the

TEACHERS' CO-OPERATIVE ASSOCIATION, 170 STATE ST., CHICAGO.

Branches: Box 1900, New York City.

St. Paul, Minn.: German American Bank Building.

ORVILLE BREWER, Manager.

## WOMAN'S EXCHANGE

Teachers' Bureau.

(FOR BOTH SEXES.)

Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.

Address (Mrs.) A. D. CULVER, 339 Fifth Ave., N. Y.

## Teachers' Agency

OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families, and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property, SCHOOL FURNITURE and school supplies. Best references furnished.

E. MIRIAM COYRIERE,

31 E. 17th Street, between Broadway and Fourth Avenue, New York City.

## BRIDGE TEACHERS' AGENCY

110 Tremont St. Boston. 21 W. 5th St. St. Paul, Minn.

Good teachers recommended to school officers. Good places for successful teachers. Circulars on application.

## AMERICAN SCHOOL BUREAU.

AN EFFICIENT TEACHERS' AGENCY.

Registration form for stamp. No charge to employers.

R. E. AVERY, 2 West 14th St., New York.

### A NEW BOOK OF QUESTIONS.

## QUIZ MANUAL OF THE THEORY AND PRACTICE OF TEACHING,

By A. P. SOUTHWICK, author of "Handy Helps," "Quizzism and Key," etc. Canvas binding, 16mo, 132 pp. Price, 75 cts.; to teachers, 60 cts.; by mail, 6 cts. extra.

This volume first presents questions on the Theory and Practice of Education, and these are followed by answers that are of sufficient length to be of real service. The questions cover Education, Reading, Arithmetic, Natural History, Language Lessons, and Grammar, Composition, Rhetoric, Etymology, Literature, Orthography, Psychology, Natural Science, Physiology, Geography, History, Penmanship, Drawing, Discipline, Attention, Manual Training, Programs, Miscellaneous, etc. Much real aid to all classes of teachers may be got from a volume like this; we think it possesses a value that is not yet understood. For county superintendents, examiners, principals, it will be specially helpful in suggesting proper questions. There is more attention every year being given to Theory and Practice; once it was wholly neglected. This is the most valuable book for teachers Mr. Southwick has written. The answers are separated from the questions, so that these can be answered, and the answer in the book referred to. This book is of handy shape, beautifully printed, and bound in brown canvas.

E. L. KELLOGG & CO., Educational Publishers, 25 Clinton Place, New York. 151 Wabash Avenue, Chicago.

### MIND STUDY AND TEACHING.

## TALKS ON PSYCHOLOGY APPLIED TO TEACHING,

By A. S. WELCH, LL.D., Ex-Pres. of the Iowa Agricultural College at Ames, Iowa. Cloth, 16mo, 136 pp. Price, 50 cents; to teachers, 40 cents, by mail, 5 cents extra.

### WHAT IT CONTAINS.

PART I.—CHAPTER 1.—MIND GROWTH AND ITS HELPS. CHAPTER 2.—The Feelings. CHAPTER 3.—The Will and the Spontaneities. CHAPTER 4.—Sensation. CHAPTER 5.—Sense Perception, Gathering Concepts. CHAPTER 6.—Memory and Conception. CHAPTER 7.—Analysis and Abstraction. CHAPTER 8.—Imagination and Classification. CHAPTER 9.—Judgment and Reasoning, the Thinking Faculties.

PART II.—HELPS TO MIND GROWTH. CHAPTER 1.—Education and the Means of Attaining it. CHAPTER 2.—Training of the Senses. CHAPTER 3.—Reading, Writing and Spelling. CHAPTER 4.—Composition, Elementary Grammar, Abstract Arithmetic, etc.

\*This book, as will be seen from the contents, deals with the subject differently from Dr. Jerome Allen's "Mind Studies for Young Teachers," (same price) recently published by us.

E. L. KELLOGG & CO., Educational Publishers, 25 Clinton Place, New York. 151 Wabash Avenue, Chicago.

## SEND YOUR ORDER FOR SCHOOL LIBRARY BOOKS TO US.

(1.) Because we are the only booksellers who have had the courage and enterprise to get up this valuable, comprehensive, reliable guide—1,000 Best Books for School Libraries.

(2.) Because we aim to supply the best books—not the trashy or the cheapest, but those you will feel safe in placing in your pupils' or children's hands without further examination.

(3.) Because our stock is selected specially for school libraries and young people.

(4.) Because our prices are as low and in many cases lower than can be obtained elsewhere. Nearly every book on our list is an American copyright book. There are special lists of English reprints on which greater discounts can be made by others (and ourselves), and sometimes a popular book is sold very low; but we know our prices will be found lower on the entire list if investigation is made.

(5.) Because our prices are for cash only—you have no bad debts to make up.

(6.) Because books not on this list will be procured promptly, if desired, at the lowest prices.

\*Books in stock for examination. Come to New York and pick out the books yourself, if possible.

E. L. KELLOGG & CO., Educational Publishers, 25 Clinton Place, New York. 151 Wabash Avenue, Chicago.



**FREE** Sewing-Machine  
To one establish  
trade in all parts, by  
placing our machines  
and goods where the  
people can see them, we will send  
free to one person in each locality,  
the very best sewing-machine made  
in the world, with all the attachments.  
We will also send free a complete  
line of our costly and valuable art  
samples. In return we ask that you show  
what we send, to those who may call  
at your home, and after 30 months all  
shall become your own property. This  
grand machine is made after the  
Singer patents, which have run out;  
before patents run out it sold for \$12.  
with the attachments, and now sells  
for \$50. Best, strongest, most useful  
machine in the world. All in  
free. No capital required. Plain, brief  
instructions given. Those who write to us  
the best machine in the world, and  
the finest line of works of high art ever shown together in America.  
**TRUE & CO., Box 384, Augusta, Maine.**

**R. H. MACY & CO.**  
SIXTH AVE., 13th to 14th ST.,  
NEW YORK.

## Sanitary Wool Underwear

FOR MEN, WOMEN AND CHILDREN FROM  
THE BEST MILLS OF GERMANY, ENGLAND  
AND AMERICA.  
AS AN INDICATION HOW WE UNDERSOLD  
THE SPECIAL DEALERS IN THESE GOODS,  
WE MENTION A FEW NUMBERS FOR MEN'S  
WEAR, AT \$1.84 EACH, FOR ALL SIZES, WE  
OFFER GENUINE UNDYED NATURAL  
WOOL SHIRTS AND DRAWERS, THE NOR-  
MAL CUT, MADE BY ONE OF THE BEST  
MAKERS IN STUTTGART, GERMANY.  
AT \$2.79 FOR 24-INCH SHIRT AND 30-INCH  
DRAWERS AND RISING 20 CENTS ON EACH  
SIZE, WE SELL "CARTWRIGHT & WAR-  
NER'S" BEST "SANTARY WOOL."

MEN'S UNLAUN-  
DERED SHIRTS, 74c  
LADIES' & CHILD-  
REN'S MUSLIN UN-  
DERWEAR.  
ALL MANUFACTURED  
ON THE PREMISES.  
BEST MATERIAL AND  
CONSCIENTIOUS  
WORKMANSHIP  
GUARANTEED.

**LINEN GOODS**  
OF ALL KINDS.  
**BLANKETS, FLANNELS,  
LACE CURTAINS,**

**BLACK AND COLORED**  
**Silks, Satins, Plushes,  
Dress Goods,**  
TIN, WOODENWARE, CROCKERY CHINA  
AND GLASS WARE, CUTLERY, AND  
HOUSE-FURNISHING GOODS OF  
EVERY DESCRIPTION.

**Ladies', Misses' and Children's  
Shoes.**  
**Boys' and Youth's Clothing.**  
**HORSE BLANKETS.**

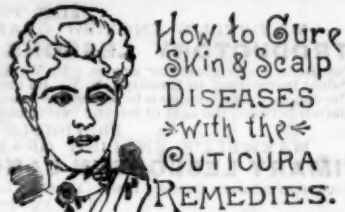
A COMPLETE LINE OF ALL GRADES FROM  
90c. TO 10.00, BEING FULLY ONE-THIRD  
CHEAPER THAN LIKE GRADES ARE SOLD  
ELSEWHERE.

MAIL ORDERS CAREFULLY EXECUTED

WE PREPAY FREIGHT TO ALL TOWNS  
WITHIN A RADIUS OF 100 MILES ON PAID  
PURCHASES OF \$5 AND OVER.

**TEACHERS' BOOKS.**  
**TEACHERS' PRICES**  
Elegant 84 page  
descriptive cata-  
logue free if you  
mention this paper.  
Largest stock; largest  
discounts; promptness.  
**E. L. KELLOGG & CO., Educational Pubs.**  
25 Clinton Place, N. Y. 111 Wabash Av., Chicago.

**THE GREAT AMERICAN  
TEA  
COMPANY**  
**GOOD NEWS  
TO LADIES!**  
ENJOY A CUP OF GOOD TEA AND COFFEE!  
Send to the OLD RELIABLE. No Humbug.  
Greatest inducements ever offered. Now's your time to get up  
orders for our celebrated **TEAS AND COFFEES**, and secure a  
beautiful Gold Band or Moss Rose China Tea Set, or Handsome  
Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss  
Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor  
Hanging Lamp, or Watch, or Webster's Unabridged Dictionary.  
No house can give the same quality of goods and premiums as we.  
We stand at the head and defy competition.  
For full particulars, address  
**THE GREAT AMERICAN TEA COMPANY**  
P. O. Box 289. 31 & 33 Vesey St., New York.



**How to Cure  
Skin & Scalp  
DISEASES  
with the  
CUTICURA  
REMEDIES.**

THE MOST DISTRESSING FORMS OF SKIN  
and scalp diseases, with loss of hair, from  
infancy to old age, are speedily, economically and  
permanently cured by the CUTICURA REMEDIES,  
when all other remedies and methods fail.

CUTICURA, the great Skin Cure, and CUTICURA  
SOAP, an exquisite Skin Beautifier, prepared from  
it, externally, and CUTICURA RESOLVENT, the new  
Blood Purifier, internally, cure every form of skin  
and blood disease, from pimples to scrofula.  
Sold everywhere. Price, CUTICURA, 50c.; SOAP,  
25c.; RESOLVENT, \$1. Prepared by the FOSTER  
DRUG AND CHEMICAL CO., BOSTON, MASS.  
Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily  
skin prevented by CUTICURA SOAP.  
Relief in one minute, for all pains and weak-  
nesses, in CUTICURA ANTI-PAIN PLASTER,  
the only pain-killing plaster. 25c.

**CURE FOR THE DEAF**  
PECK'S PATENT IMPROVED OUGH-  
IONED EAR DRUMS PERFECTLY RE-  
store the Hearing, whether deaf-  
ness is caused by colds, fevers or in-  
juries to the natural drums. Invisible,  
comfortable, always in position. Mu-  
sic, conversation, whispers heard dis-  
tinctly. Write to F. HISCOX, \$33  
Broadway, cor. 14th St. New York, for  
illustrated book of proofs FREE.

**BROWN'S  
FRENCH  
DRESSING**  
—FOR—  
LADIES' AND CHILDREN'S  
BOOTS AND SHOES.  
Awarded highest honors at  
Paris, 1875; Melbourne, 1880;  
Berlin, 1874; Frankfurt, 1881;  
Paris, 1875; Amsterdam, 1883;  
New Orleans, 1884-85.  
Paris Medal on every bottle.  
Beware of Imitations.

## BOOKS FOR TEACHERS

Not School books, but professional  
books.—Books on the science of teaching,  
and on teaching all studies, such as  
Arithmetic, Geography, History, Books  
on Primary Teaching and the Kinder-  
garten. Industrial Education, Dialogues  
and Recitations, etc. We are the largest  
publishers of this class of books. We  
keep in stock in New York all the books  
of other publishers. 100 page descriptive  
catalogue, 6 cents. Prompt attention to  
mail orders.

**E. L. KELLOGG & CO.,**  
25 Clinton Place, 151 Wabash Ave.,  
NEW YORK. CHICAGO.

## BOOKS FOR SCHOOL LIBRARIES.

We now are ready to  
supply suitable books for  
School Libraries. School  
Officers and Teachers who  
wish to start or add to  
their School Libraries, will  
receive free on application  
a descriptive list of books  
with prices. This list is  
probably the best selection of the size made,  
and is graded to suit the age of the reader  
and also classified into subjects.

**E. L. KELLOGG & CO., 25 Clinton Pl. N. Y.**

First Sophomore—"How do you man-  
age to get your lessons so well without  
"boning?"  
Second Sophomore—"Private tuition—  
how do you?"  
First Sophomore—"Private intuition."

Office Boy—"Here is a pocket-book, sir,  
which you dropped."  
Muscular Merchant (grasping boy's hand  
and wringing it vigorously)—"Honest  
lad! What shall I do to show my grati-  
tude?"

Boy (wincing under his torture, gasps)  
—"Let go of my hand, sir, and we'll call  
it square."

Bobbie (soaking under his umbrella)—  
—"Whew! Don't you find it pretty rough,  
Tom, to be out in the rain this way with  
your collar turned up and no other shel-  
ter?"

Wiggins—"No, I'm happy. A fellow's  
lucky to have even a collar left to put up  
after a seaside vacation. Had to put up,  
about everything else I had down there."

Amateur Actor—"Mistah Gibbs, I saw  
yah in the audience laast night. Don't  
yah think in time I may be able to repre-  
sent the cha'actah of an old man with  
considablah powah?"

Mr. Gibbs—"Oh, yes; in the course of  
fifty years."

Mr. Bibulous—"Isn't it astonishing how  
Pasteur can cure a case of hydrophobia?"  
Mrs. B.—"Yes, it is wonderful, but he  
should make one more discovery."

"What is that?"  
"An antidote for dryphobia, a disease  
with which old chronic inebriates seem to  
be afflicted."

Bobbie—"Oh, great Scott! I've been  
and put the wrong end of my cigar in my  
mouth."

Maggie—"Ha! ha! It's not great  
Scott, but another poet you put me in  
mind of, Bobbie."

"Who?"  
"Why, Bobbie Burns."

Farming is one of the best occupations  
for a young man. Even cabbage culture  
will enable a struggling youth to get a  
head.

Fond of Luxuries.—Rural Dame—"My  
goodness! Stop chasin' the cow, Jakey;  
she ain't done no harm. What you doing  
it for, say?"

Jakey—"It's all right, ma. Let me  
chase her some more, so we kin have milk  
shake for supper."

**Catarrh Cured.**  
A clergyman, after years of suffering from that  
loathsome disease, Catarrh, and vainly trying  
every known remedy, at last found a recipe  
which completely cured and saved him from  
death. Any sufferer from this dreadful disease  
sending a self addressed stamped envelope to  
Prof. J. A. Lawrence, 88 Warren St., New York  
City, will receive the recipe free of charge.

"Well, Mary Ann, I've got ther nomen-  
ashun."  
"Bad cess to ye, an' where did yez  
catch it, Dennis?"

**IMPORTANT.**  
When visiting New York City, save Baggage  
Express and Carriage Hire, and stop at the  
Grand Union Hotel, opposite Grand Central  
Depot.  
600 Handsomely Furnished Rooms at \$1 and  
upwards per day, European plan. Elevators and  
all Modern Conveniences.  
Restaurants supplied with the best. Horse cars,  
stages, and elevated railroads to all depots. You  
can live better for less money at the Grand Union  
Hotel than any other first-class hotel in the City.

**ADVICE TO MOTHERS.**  
MRS. WINDLOW'S SOOTHING SYRUP should  
always be used for CHILDREN TEETHING.  
SOOTHES THE CHILD, SOFTENS THE GUMS, allays  
all pain, CURES WIND COLIC and is the BEST REM-  
EDY FOR DIARRHŒA. 25 CTS. A BOTTLE.

Mr. Boggs (reading English history)—  
"The Prince of Wales in 1798!"  
Mrs. Boggs (interrupting)—"The Prince  
of Wales in 1798! Goodness! I didn't  
know the Prince of Wales was such an  
old man as that!"

And now the honest farmer packs  
His apples up for town;  
This is the top row of his sacks,  
O O O O O O O O O  
And this is lower down,  
O O O O O O O O O

**Common Sense**  
Should be used in attempting to cure that very  
disagreeable disease, catarrh. A catarrh origi-  
nates in impurities in the blood, local applications  
can do no permanent good. The common-sense  
method of treatment is to purify the blood, and  
for this purpose there is no preparation superior  
to Hood's Sarsaparilla. That this peculiar medi-  
cine does cure catarrh is shown by the many  
testimonials from people who have found relief  
upon using it when all others had failed. A book  
containing statements of cures sent on receipt of  
two-cent stamp, by C. I. HOOD & CO., Lowell,  
Mass.

## Long-Standing

**Blood Diseases are cured by  
the persevering use of Ayer's  
Sarsaparilla.**

This medicine is an Alternative, and  
causes a radical change in the system.  
The process, in some cases, may not be  
quite so rapid as in others; but, with  
persistence, the result is certain.  
Read these testimonials:—

"For two years I suffered from a se-  
vere pain in my right side, and had  
other troubles caused by a torpid liver  
and dyspepsia. After giving several  
medicines a fair trial without a cure, I  
began to take Ayer's Sarsaparilla. I  
was greatly benefited by the first bottle,  
and after taking five bottles I was com-  
pletely cured."—John W. Benson, 70  
Lawrence st., Lowell, Mass.

Last May a large carbuncle broke out  
on my arm. The usual remedies had no  
effect and I was confined to my bed for  
eight weeks. A friend induced me to try  
Ayer's Sarsaparilla. Less than three  
bottles healed the sore. In all my expe-  
rience with medicine, I never saw more

## Wonderful Results.

Another marked effect of the use of this  
medicine was the strengthening of my  
sight."—Mrs. Carrie Adams, Holly  
Springs, Texas.

"I had a dry scaly humor for years,  
and suffered terribly; and, as my brother  
and sister were similarly afflicted, I  
presume the malady is hereditary. Last  
winter, Dr. Tyron, (of Ferdinandina,  
Fla.,) recommended me to take Ayer's  
Sarsaparilla, and continue it for a year.  
For five months I took it daily. I have  
not had a blemish upon my body for the  
last three months."—T. E. Wiley, 146  
Chambers st., New York City.

"Last fall and winter I was troubled  
with a dull, heavy pain in my side. I  
did not notice it much at first, but it  
gradually grew worse until it became  
almost unbearable. During the latter  
part of this time, disorders of the stom-  
ach and liver increased my troubles. I  
began taking Ayer's Sarsaparilla, and,  
after faithfully continuing the use of  
this medicine for some months, the pain  
disappeared and I was completely  
cured."—Mrs. Augusta A. Furbush,  
Haverhill, Mass.

## Ayer's Sarsaparilla,

PREPARED BY  
**Dr. J. C. Ayer & Co., Lowell, Mass.**  
Price \$1; six bottles, \$5. Worth \$5 a bottle.

Pink's Remedy for Catarrh is the  
Best, Easiest to Use, and Cheapest.  
**CATARRH**  
Sold by druggists or sent by mail.  
50c. E. T. Haseltine, Warren, Pa.

## E. L. KELLOGG & CO.'S Educational Publications.

**THE SCHOOL JOURNAL.**  
16 large pages. Weekly, per year, \$2.50  
**THE TEACHERS' INSTITUTE**  
AND PRACTICAL TEACHER. Monthly, per yr. 1.25  
**TREASURE-TROVE.**  
An illus. paper for young people. Per year, 1.00  
**Love's Industrial Education.**  
12mo, cloth, 340 pages, 1.75  
**Currie's Early Education.**  
16mo, cloth, 300 pages, 1.25  
**The Reading Circle Library.**  
No. 1. Allen's Mind Studies for Teachers. .50  
" 2. Froebel's Autobiography. .50  
" 3. Wilhelm's Students' Calendar. .30  
" 4. Hughes' Mistakes in Teaching. .50  
" 5. Hughes' Securing Attention. .50  
**Seeley's Grube's Method of**  
TEACHING ARITHMETIC. (Nearly ready.)  
**Partridge's "Quincy Methods."**  
Cloth, 12mo, 686 pages, illustrated, 1.75  
**Parker's Talks on Teaching.**  
Cloth, 16mo, 106 pages, 1.25  
**Shaw's National Question Book.**  
Cloth, 12mo, 336 pp. Net, postpaid, 1.50  
**The Practical Teacher.** 1.50  
**Tate's Philosophy of Education.** 1.50  
**Fitch's Lectures on Teaching.** 1.25  
**Payne's Lectures on the Sci-  
ence and Art of Education. New edition.** 1.00  
**Shaw and Donnell's School De-  
vices.** Cloth, 16mo, 217 pages, 1.25  
**Teachers' Manual Series, 6 Nos. each** 1.15  
**Kellogg's School Management.** .75  
**Johnson's Education by Doing.** .75  
**Southwick's Handy Helps.** 1.00  
**Reception Day. Six Nos.** .30  
**Song Treasures.** A popular school  
music book. 68 pp. Bright, original music. .15  
**Pooler's N. Y. State School Laws** .30  
**The Best Hundred Books.** .20  
50 per cent. discount to teachers, postage extra,  
(usually 10 per cent. of price) except those marked net.  
25 Clinton Place, New York.



COLUMBIA COLLEGE NEW YORK,

October 8, 1888.

Messrs. D. APPLETON &amp; Co., New York.

Gentlemen: I have examined with much interest and satisfaction Prof. ADOLPH DREYSPRING'S "THE CUMULATIVE METHOD IN GERMAN," "GERMAN VERB DRILL," and "FIRST GERMAN READER," and have, in part, also tested the method which they illustrate. They seem to me admirably adapted for giving the pupil command of what he knows, which the ordinary "Readers" fail to do. They supply the vocabulary needed for every-day conversation, and impress it by repetition, in modified relations, upon the pupil's memory. Altogether they embody the best method acquiring facility in speaking and writing German that has ever come to my notice.

Very truly yours,

H. H. BOYSEN,

Gebhard Professor of German Language and Literature in Columbia College.

## Eclectic Series, Angular Penmanship.

### ANNOUNCEMENT:

### ECLECTIC ANGULAR HAND.

We have just added to our list:

A Complete Course of Instruction for Ladies in the present Fashionable Angular Penmanship, by Prof. John P. Gordon, London, and Practice Cards by R. and L. McLaurin.

#### INTRODUCTION AND SAMPLE COPY PRICE:

Eclectic Angular Hand, six copy books, including books of notes, invitations and other forms, each, - - - - -	8 cents.
Practice Cards, four cards in envelope, same size as copy books, per set, - - - - -	15 cents.
Complete set of the Eclectic Angular Hand, by mail, for examination, - - - - -	55 cents.

**VAN ANTWERP, BRACC & CO., Publishers,**  
CINCINNATI. NEW YORK. BOSTON.

## Our Republic: A Civil Government for High School and Academies

Prof. M. B. C. TRUE, Author of Civil Government of Nebraska.  
Hon. JOHN W. DICKINSON, Sec'y of Mass. Bd. of Education.

Accurate in statement and not technical in method of treatment. The Historic Introduction shows the Genesis of the Constitution. Interstate Commerce. The Civil Service Law. The States and their Sub-divisions of Governments and powers, and Business Affairs, all receive proper attention.

**LEACH, SHEWELL, & SANBORN, Publishers,**  
34 Harrison Ave. Extension, Boston. 16 Astor Place, New York.  
General Western Agency, 106 Wabash Avenue, Chicago.

The attention of Teachers is invited to the **RENEWABLE TERM PLAN** of the

## PROVIDENT SAVINGS LIFE ASSURANCE SOCIETY

OF NEW YORK,

which is the CHEAPEST, SAFEST AND FAIREST contract of Life Insurance attainable.

Teachers can add to their incomes by acting as agents. Correspondence solicited.

WM. E. STEVENS,  
SECRETARY.

SHEPPARD HOMANS,  
PRESIDENT AND ACTUARY.

**Bradbury Eaton's**  
Elementary Arithmetic.  
Practical Arithmetic.

**Bradbury's**  
Elementary Algebra.  
Elementary Geometry and Trigonometry.  
Trigonometry and Surveying.

**Stones**  
History of England.

**Meservey's**  
Book-keeping, Single and Double Entry.  
Book-keeping, Single Entry.  
Elementary Political Economy.

Send for Descriptive Circulars.

**THOMPSON, BROWN & CO., Publishers,**  
Boston, Mass.

**CHARLES De SILVER & SONS,** No. (G) 1103 Walnut Street, Philadelphia.  
PUBLISHERS OF  
**INTERLINEAR CLASSICS.**

"We do amuse to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.  
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers, \$1.80.  
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10.  
Sargent's Standard Speakers, Frost's American Speaker, Pinnoke's School Histories, Lord's School Histories, Manzoni's French Series, etc.  
Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

**LEPAGE'S LIQUID GLUE**  
THE ONLY GENUINE  
MADE IN AMERICA  
OVER 1600 YEARS  
OLD  
Used by thousands of first-class Manufacturers and Mechanics on their best work. Its success has brought a lot of imitations copying us in every way possible. Remember that THE ONLY GENUINE Lepage's Liquid Glue is manufactured solely by the  
**RUSSIA CEMENT CO., GLOUCESTER, MASS**  
Sample by mail 2c. stamp.

Conventional "Monon" Resolutions.  
Whereas: The Monon Route being the CONNECTING LINK OF PULLMAN TRAVEL between the Northwestern Summer Resorts, and the Winter Cities of Florida;  
And Whereas: Its triple train service consisting of Pullman Buffet Sleepers and Chair Cars between Chicago, Indianapolis, Cincinnati and Louisville is unsurpassed; then—  
Be it Resolved: That before starting on a journey it is GOOD POLICY to correspond with E. O. MCCORMICK, Gen'l Passenger Agent, Chicago.

JUST PUBLISHED.

**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 2. INTRODUCTORY LESSONS IN ENGLISH GRAMMAR.**  
For use in lower grammar grades. By WILLIAM H. MAXWELL, M.A. Ph.D., Superintendent of Public Instruction, in Brooklyn, N. Y. 164 pages. 12mo. Cloth. Price for examination, 40 cts. The design of this volume is to present as much of the science of grammar, with its applications, as children between the ages of ten and twelve can appreciate.

PREVIOUSLY PUBLISHED.

**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 1. PRIMARY LESSONS IN LANGUAGE and COMPOSITION.**  
For use in primary classes. 12mo. Boards. 144 pages. Price, 30 cents.

IN PRESS.

**MAXWELL'S ENGLISH GRAMMAR COURSE, NUMBER 3. ADVANCED LESSONS IN ENGLISH GRAMMAR.**  
For use in higher Grammar Classes. These books together will form a series in English Grammar which will take a place between the grammar diluted into language lessons, pure and simple, and technical Grammar. They will be found admirably adapted to the wants of graded schools, whether in the city or country, and can be confidently recommended on account of their literary and practical value. Sent post-paid on receipt of price by the publishers.

**A. S. BARNES & CO., 111-113 William Street, New York.**  
263-265 Wabash Avenue, Chicago, Ill., 3 Somerset Street, BOSTON.

## BARTLEY'S IMPROVED SCHOOL RECORDS.

No. 1. "DAILY AND MONTHLY RECORD," is a pocket daily class-book for recording attendance, deportment and recitation; names written but once a term. Price, 60 cents.  
No. 3. "MONTHLY YEAR CARD," is a monthly report-card, with envelope, for inspection by parents; one card is used for a year. Price, \$3.00 per hundred. Without envelopes \$2.00 per 100.  
No. 4. "MONTHLY TERM CARD," differs from No. 3, in being used for a term, instead of for a year. Price, \$3.00 per hundred. Without envelopes \$2.00 per 100.  
No. 5. "WEEKLY TERM CARD," is sent to parents weekly instead of monthly. Price, \$3.00 per hundred. Without envelopes \$2.00.

Samples of Nos. 3, 4 and 5, sent post paid for 10 cents.

**TAINTOR BROTHERS & CO., Publishers, 18 and 20 Astor Place, New York.**

### FOR CHRISTMAS.

### JOHNSON'S

## Universal Cyclopedia.

Subscription Price, \$48.

**A. J. Johnson & Co.,**

11 Great Jones St., New York.

### NEW! NEW! NEW! MUSIC BOOKS.

**SONG HARMONY.** (60 cts. \$6 doz.) L. O. Emerson. For Singing Classes. Full set of melodious exercises and easy songs, with explanations, and excellent collection of sacred and secular music.

**Song Manual, Book I.** (20c.) For Primary Classes  
**Song Manual, Book II.** (40c.) For Medium Classes  
**Song Manual, Book III.** (50c.) For Higher Classes  
A new set of Graded School Song Books, by L. O. Emerson. Teachers will find them useful and attractive.

**Bells of Victory.** (35c.) Tenney and Hoffman. An unusually good Temperance Song Book. 104 first rate songs and choruses. Send for specimen copy.


**Praise in Song.** (cloth 50 cts., \$4.80 doz., 40 cts. boards, \$4.20 doz.) L. O. & E. U. Emerson. For Praise and Prayer Meetings and Sunday Schools. May be safely commended as one of the very best books of the kind.

**Classic Baritone and Bass Songs.** (1.00). Songs of rare beauty. 33 songs by 27 different composers, all well known and eminent. This belongs among the Classical books, of which the others are: *Song Classics, Song Classics for Low Voices, Classic Tenor Songs, Piano Classics, Classic Pianist.* each \$1.00.  
Mailed for Retail Price.

**OLIVER DITSON & CO., BOSTON.**  
C. H. DITSON & CO., 307 Broadway, New York.

## How to Study Geography,

By FRANCIS W. PARKER.

This book is an exposition of methods and devices in teaching Geography which apply to the principles and plans of Ritter and Guyot. A knowledge of Structure and Climate is made the basis of all Geographical Instruction. 400 pages. CONTENTS:—1. Theory of teaching Geography. 2. Preparation for teaching, with plan of work. 3. Course of study for eight grades, Primary and Grammar. 4. Suggestions and directions for teaching. 5. Notes on course of study for each grade. 6. Books for study and teaching. 7. Spring studies, by Mrs. E. D. Straight and Geo. W. Fitz. 8. Herder on Geography. 9. Relief Maps and how to make them. Mailed on receipt of price, \$1.50. Address, FRANCIS W. PARKER, Englewood, Ill.  Parker's Exercises in Elocution, \$1.00. Both books \$2.50.

## WARMAN'S Orthoëpy.

**PRACTICAL.**  
Most complete work published on the subject of pronunciation. The appendix contains 6,400 words usually mispronounced. Every pronunciation given accords with Worcester and Webster. When authorities do not agree both are quoted. A large handsome volume. Cloth, \$2. Half Mor., \$2.50. Full Mor., \$3.00. Sent by mail on receipt of price. We WANT A GOOD AGENT in every town. Just published! No competition! Only book of the kind! Sells on sight to every teacher, student and educated person. W. H. HARRISON, JR., PUB. CO., 415 A Dearborn St., Chicago.

**GOLD.** You can live at home and make more money at work for us than at anything else in the world. Either sell all ages. Correspondence FREE. Terms FREE. Address, TRUB & Co., Chicago, Ill.

## THE PRANG EDUCATIONAL CO.,

PUBLISHERS AND DEALERS IN  
Drawing Books, Drawing Models  
and Artists' Materials.

Prang's American Text-Books on Art Education.  
ALSO MANUFACTURERS OF  
**PRANG'S DRAWING MODELS.**

TO WHICH SPECIAL ATTENTION IS CALLED.  
These MODELS have been specially designed for the teaching of Form and Drawing in Primary and Grammar Schools. They consist of both Solids and Tablets, arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible prices. They have been adopted by the leading cities of the country, and are absolutely indispensable to the correct teaching of Form and Drawing in every stage, and especially at the outset.

For catalogue and particulars, address  
**THE PRANG EDUCATIONAL CO.,**  
7 Park Street, Boston, Mass.  
79 Wabash Avenue, Chicago.

### ANNOUNCEMENT.

A New Critical Edition of

**Ruskin's Sesame and Lilies**  
With full Explanatory Notes.

We shall publish shortly a new edition of Ruskin's "Sesame and Lilies," the text of which is that of the third English edition, revised by Mr. Ruskin as the first volume of his Collected Works. This has been carefully annotated and furnished with numerous explanatory readings from Ruskin's other works.

"Sesame and Lilies" is a favorable reading-book, especially for girls, both on account of the ease and grace of its style and on account of its suggestiveness and healthful moral influence. The notes are the result of practical experience in the class-room, and are designed not only to explain obscure references, but also to arouse an interest in the serious study of literature.

The illustrative extracts are sufficiently full and interesting to encourage the pupil to further study of Ruskin. 12mo. Cloth.

**John Wiley & Sons, Astor Pl., New York.**

## CHRISTOPHER SOWER CO., PHILADELPHIA.

### THE NORMAL EDUCATIONAL SERIES.

**Dr. Brooks's Normal Mathematical Course.**

1. Standard Arith. Course, in Four Books.  
2. Union Arith. Course, in Two Books, combining Mental and Written.

**Brooks's Higher Arithmetic.**

**Brooks's Normal Algebra.**

**Brooks's Geometry and Trigonometry.**

**Brooks's Philosophy of Arithmetic.**

**Manuals of Methods and Keys to the above.**

**Montgomery's Nor. Union System of Indust. Drawing.**

**Lyte's Bookkeeping and Blanks.**

## First Steps in Scientific Knowledge.

By PAUL BERT.

"It makes the teaching of Elementary Science possible in The Common School."  
\*Price List and Descriptive Catalogue free on application.

**J. B. LIPPINCOTT COMPANY,**  
715 & 717 Market Street, Philadelphia.  
Publishers of School and College Text-Books, etc.  
Dealers in School Stationery and Supplies.

35th YEAR AS GLOBE MANUFACTURERS.  
**GLOBES.** Prices reduced from \$35.00 to \$35.00; \$17.00 to \$8.00; \$13.00 to \$6.00; \$5.00 to \$3.00; \$4.00 to \$2.25. 8 new styles. Send for catalogue.  
**NIMS & KNIGHT, Troy, N. Y.**

**READERS** will confer a favor by mentioning the **SCHOOL JOURNAL** when communicating with advertisers.